Unit 3 Business Organization and Management

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Belleville Public Schools

Curriculum Guide

INTRODUCTION TO BUSINESS, GRADES 9-12

Unit 3 Business Organizaiton and Management

Belleville Board of Education

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Unit Overview

The theme to this unit is business management. Students will learn types of business, forms of business ownership and concepts related to organizational structure. Entrepreneurship and small business management is the focus as students are introduced to management functions and styles, along with business ethics.

Enduring Understanding

Enduring understandings:

- Businesses play a key role in the U.S. economy as they produce goods and services, provide employment and compensate owners/investors
- Understand criteria required to start different forms of businesses
- Identify Entrepreneurship concepts related to what it takes to be an entrepreneur, financing a business and related risk

- Understand qualities and apply practices of leadership throughout life, from both a professional and personal perspective
- Realize and demonstrate ethical behavior, personally and professional throughout life

Essential Questions

- What affect does business have on our economy?
- What are 3 main types of businesses?
- What are the differences between a proprietorship, a partnership and a corporation?
- How can a business design an effective organization? What should be their focus?
- What is entrepreneurship?
- Do you possess the characteristics of an entrepreneur?
- Are you interested in owning your own business?
- Are you a leader? Explain
- How can you develop leadership skills?
- Is a team approach effective in starting a business?
- How do small business rise above competition with larger businesses?
- Which management style do you relate to most?
- What demonstrates ethical behavior?

Exit Skills

- Discuss the role of business in the U.S. economy
- Describe 3 major types of business
- Determine when each form of business ownership is appropriate
- Understand the need for and how a business can design effective organizations
- Identify characteristics of successful entrepreneurs
- Realize problems small businesses can encounter
- Compose a business plan
- Realize characteristics of an effective leader
- Awareness of ethical business practices

New Jersey Student Learning Standards (NJSLS-S)

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.2	Plan, monitor, manage and maintain the use of financial resources to ensure a business's financial wellbeing.
9.3.12.BM-MGT.3	Apply economic concepts fundamental to global business operations.
PFL.9.1.12.A.4	Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, costs, and possible debt.
PFL.9.1.12.A.5	Analyze how the economic, social, and political conditions of a time period can affect the labor market.
PFL.9.1.12.A.6	Summarize the financial risks and benefits of entrepreneurship as a career choice.
PFL.9.1.12.B.1	Prioritize financial decisions by systematically considering alternatives and possible consequences.
PFL.9.1.12.B.4	Analyze how income and spending plans are affected by age, needs, and resources.
PFL.9.1.12.B.5	Analyze how changes in taxes, inflation, and personal circumstances can affect a personal budget.
PFL.9.1.12.D.13	Determine the impact of various market events on stock market prices and on other savings and investments.
PFL.9.1.12.F.2	Assess the impact of emerging global economic events on financial planning.

Interdisciplinary Connections

LA.RH.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
LA.RH.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.
LA.RST.9-10.2	Determine the central ideas, themes, or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.
LA.RST.11-12.2	Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
LA.RST.11-12.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.

LA.RST.9-10.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.
LA.RST.9-10.7	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
LA.RST.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
LA.WHST.11-12.1.E	Provide a concluding paragraph or section that supports the argument presented.
LA.WHST.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.WHST.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LA.WHST.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LA.WHST.9-10.9	Draw evidence from informational texts to support analysis, reflection, and research.
	Functions
	Connections to Expressions, Equations, Modeling, and Coordinates.

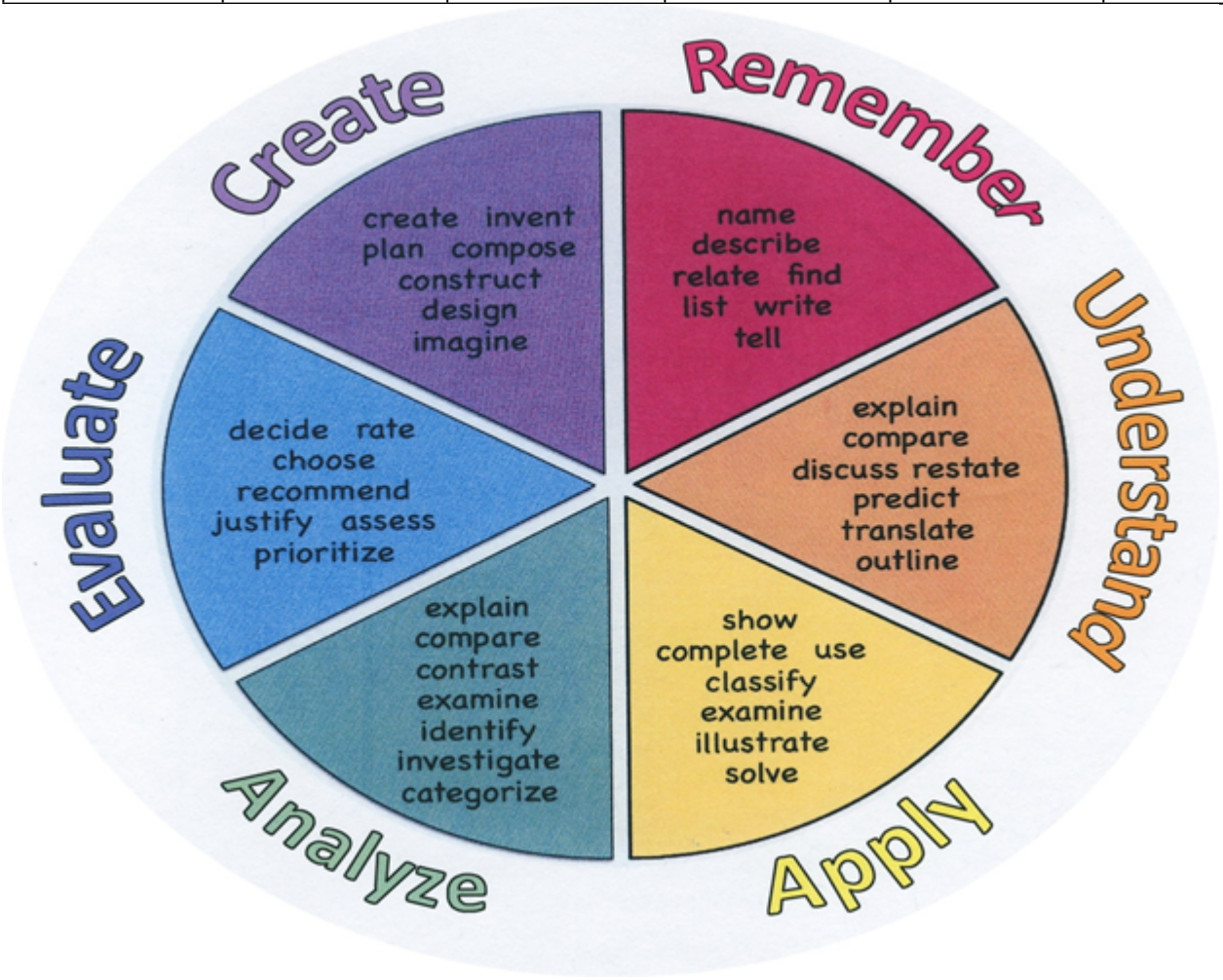
Learning Objectives

- Select a product and create an illustration showing all types of businesses and their role it its production and marketing
- Roleplay an entrepreneur and develop an innovation
- Create a business plan for a start-up
- Assess organizational structures and predict outcomes of success

Action Verbs: Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy.

Remember	Understand	Apply	Analyze	Evaluate	Create
Choose	Classify	Choose	Categorize	Appraise	Combine
Describe	Defend	Dramatize	Classify	Judge	Compose
Define	Demonstrate	Explain	Compare	Criticize	Construct
Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize
Memorize	Give Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make
Omit	Indicate	Select	Subdivide	Determine	Originate
Recite	Interrelate	Show	Survey	Grade	Organize
Select	Interpret	Sketch	Arrange	Justify	Plan
State	Infer	Solve	Breakdown	Measure	Produce
Count	Match	Use	Combine	Rank	Role Play
Draw	Paraphrase	Add	Detect	Rate	Drive
Outline	Represent	Calculate	Diagram	Support	Devise
Point	Restate	Change	Discriminate	Test	Generate
Quote	Rewrite	Classify	Illustrate		Integrate

Recall Recognize Repeat Reproduce	Select Show Summarize Tell Translate Associate Compute Convert Discuss Estimate Extrapolate Generalize Predict	Complete Compute Discover Divide Examine Graph Interpolate Manipulate Modify Operate Subtract	Outline Point out Separate		Prescribe Propose Reconstruct Revise Rewrite Transform



Suggested Activities & Best Practices

- Student groups for the purpose of collaboration on the role of business in our U.S. economy, discussing and reporting on 3 major types of businesses and the role of entrepreneurship
- Roundtable discussions for the purpose of responding to prompts/simulated scenarios, to determine appropriate use of forms of business ownership
- Think/pair share for the purpose of engagement/simulation (anticpatory sets)
- Student presentations of results via Google slides and sheets for the purpose of developing presentational skills
- Staff presentation of data via Google slides, Sheets YouTube, classroom for the purpose of establishing forum for communication and to address all learning styles
- Guided demonstration (model)

Assessment Evidence - Checking for Understanding (CFU)

- GOOGLE: classroom communications, spreadsheets quizzes, surveys, anticipatory sets, exit tickets (forms)-formative assessment
- Quarterly benchmarks
- Text "checkpoints"
- Roundtable discussion results
- Unit tests-summative assessment
- Teacher observation
- Rubrics
- Web-based assessments-alternate assessment
- benchmark assessment-Student presentations of results via Google slides and sheets for the purpose of developing presentational skills

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics

- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

Primary Resources & Materials

- Dlabay, Les R., et al. *Principles of Business*. 9th ed., Cengage Learning, 2019.
- Cengage companion on-line site

Ancillary Resources

GOOGLE APPS:

Search: for the purpose of research

- YouTube: for the purpose of research, presentations, financial management
- Classroom: Informational (assignments, grades) and Ongoing communication (messaging) with peers and teacher
- Forms: For the purpose of surveys, exit tickets, assignments, quizzes, tests, anticipatory sets
- Slides: For the purpose of developing presentational skills
- Sheets: For the purpose of developing analytical skills and financial statements
- Docs: For the purpose of developing writing skills

CHROMEBOOKS / SMART TV

GUEST SPEAKERS

Technology Infusion

GOOGLE APPS:

Search: for the purpose of Researching parts of a business plan and 3 main types of businesses' roles in the economy

- YouTube: for the purpose of creation of channels and playlists to incoporate into product presentations (choosing a product and creating an illustration of the role each type of business plays in its production and marketing)
- Classroom: Informational (assignments, grades) and Ongoing communication (messaging) with peers and teacher
- Forms: For the purpose of surveys, exit tickets, assignments, quizzes, tests, anticipatory sets
- Slides: For the purpose of developing presentational skills
- Sheets: For the purpose of developing analytical skills
- Docs: For the purpose of developing writing skills

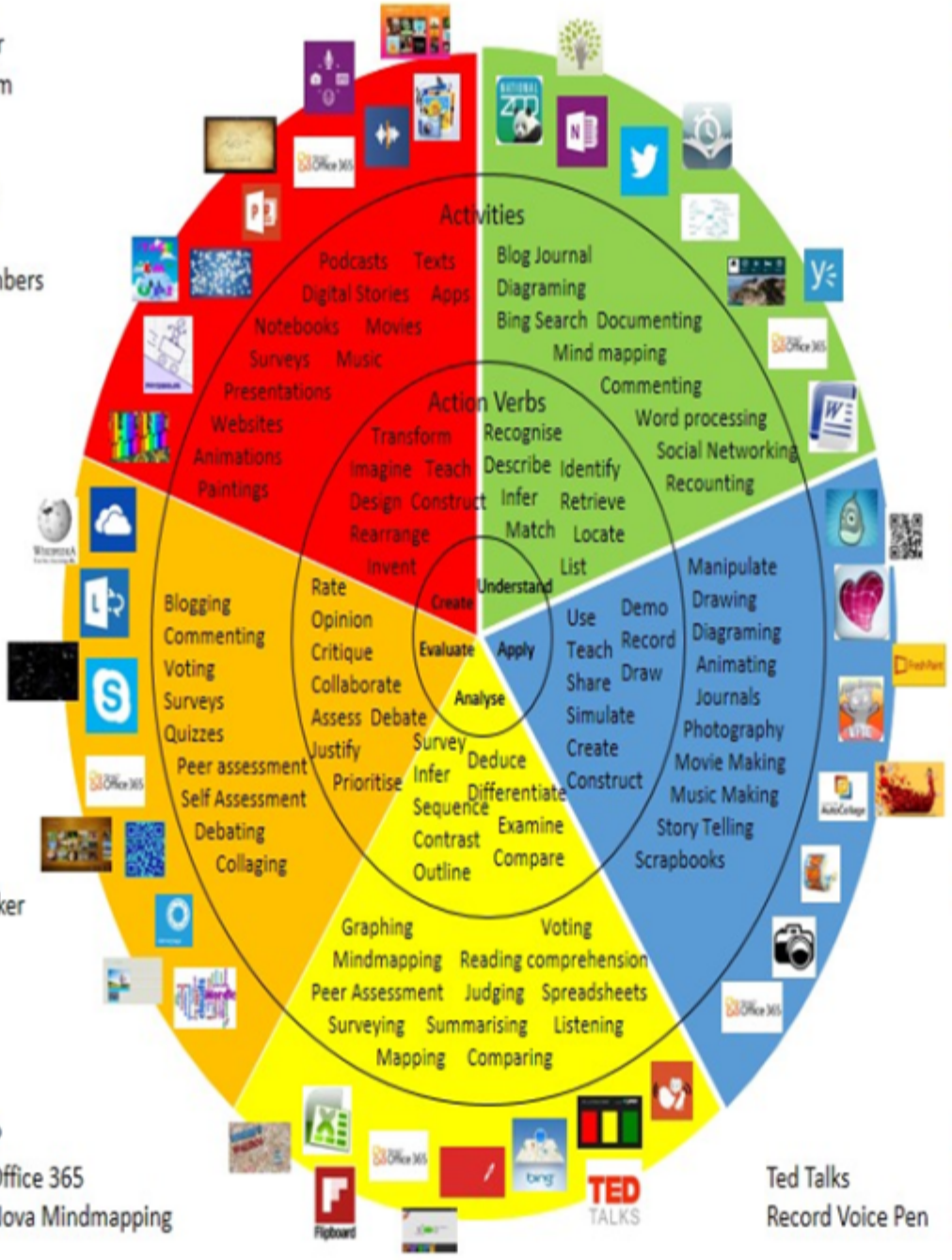
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SOFTWARE SIMULATIONS

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 Office 365
Flipboard Nova Mindmapping

Ted Talks
Record Voice Pen

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

Alignment to 21st Century Skills & Technology

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.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP11	Use technology to enhance productivity.
CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CAEP.9.2.12.C.4	Analyze how economic conditions and societal changes influence employment trends and future education.
TECH.8.1.12	Educational Technology: 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.8.1.12.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.1.12.D	Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
TECH.8.1.12.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
TECH.8.1.12.F	Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

21st Century Skills/Interdisciplinary Themes

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

- 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

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

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

Differentiation

- Small group instruction on key aspects of business plans, types of businesses and their role in our economy
- Small group setting
- Extra time to complete assignments create a business plan for a start-up in an industry of their choice
- Pairing oral instructions with visuals to model illustrations of all business types and their input into one product
- Study Guides
- Preview content and concepts
- Project based learning
- Leveled rubrics
- Open-ended activities

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

Special Education Learning (IEP's & 504's)

- Provide modifications as dictated in the student's IEP/504 plan
- Additional Time complete assignments create a business plan for a start-up in an industry of their choice
- Alternative assessment strategies (ex. Verbal as opposed to google assessment)
- Modified assessments to determine grasp of concepts related to development of a business plan (fewer line item requirements w/in parts)
- Preferential seating
- Peer mentoring

- 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
- multi-sensory presentation
- multiple test sessions
- preferential seating

- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- 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)

- Translation of content/activities (Port of Entry) related to business plan development; business types and entrepreneurship
- Assignments submitted in native language (Port of Entry)
- Modifying assignments to determine grasp of concepts related to development of a business plan (fewer line item requirements w/in parts)
- Review assignment/project directions (model)
- Open book/notes options
- Tutoring by peers
- Modifying tests to reflect selected objectives

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- 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 workpresented 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

At Risk

- Peer tutoring to reinforce concepts of entrepreneurial characteristics and business plan development
- Correction and resubmission of work
- Model concepts of differen types of businesses and their role in the production of goods and services
- Evaluating correct work; collaborating with student on incorrect work

- 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 workpresented 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

Talented and Gifted Learning (T&G)

- Complete activities above grade level
- Advanced problem-solving
- Teacher-selected instructional strategies (simulations) focused to provide challenge, engagement, and growth opportunities in the preparation of detailed business plans including future projetions
- Simulated project modules utilizing technology at higher level to run situational scenarios related to production and marketing strategies for a new product
- Higher order, critical and creative thinking skills, and discovery

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace

- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

Sample Lesson

Unit Name: Business in the Global Economic Environment

NJSLS:

9.3.12.BM-MGT.3; PFL9.1.12.B.5; PFL9.12.F.2

Interdisciplinary Connection:

LA.RST.9-10.2; LA.WHST.9-10.9; LA.WHST.11-12.4; CAEP.9.2.12.C.4; CRP.k-12.CRP4; TECH.8.1.12.E-F

Statement of Objective:

Students will demonstrate the ability to visually depict one of the main econcomic systems, representing characteristics and attributes of life within the economy at 100% accuracy through internet research, utilization of google slides for presentation and google docs for documenting a writing on proposed view.

Anticipatory Set/Do Now:

Students, in groups discuss answers to the three economic questions as related to the U.S. Economy

Learning Activity:

Following roundtable on anticipatory set responses, students will begin a project of visually depicting persoal life as related to one's economy.

Student Assessment/CFU's:

- Roundtable discussion
- Oral presentation
- Exit tickets
- Teacher observation

- Rubrics

Materials:

- Dlabay, Les R., et al. *Principles of Business*. 9th ed., Cengage Learning, 2019
- Google APPS
- Chromebooks/SMART TV

21st Century Themes and Skills:

- Creativity and Innovation
- Critical Thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Communication and Collaboration

Differentiation/Modifications:

- Small group settings
- Manual (drawing) as opposed digital presentation of visuals
- Extra time to complete assignments
- Pairing oral instructions with visuals
- Preview content and concepts
- Leveled rubrics

Integration of Technology:

GOOGLE APPS:

- Search: for the purpose of Research
- Classroom: Informational (assignments, grades) and Ongoing communication (messaging) with peers and teacher
- Forms: For the purpose of surveys, exit tickets, assignments, quizzes, tests, anticipatory sets
- Slides: For the purpose of developing presentational skills
- Docs: For the purpose of developing writing skills
- Chromebooks/SMART TV