Unit 2: Management and Accounting

Content Area: **Business Management and Information**
Course(s):
Time Period: **Marking Period 1**
Length: **4-5**
Status: **Published**

Summary

Introduction to Business provides students with a foundational understanding of key business areas, including marketing, accounting, production, and entrepreneurship. Through hands-on activities and real-world examples, students explore the principles of a market economy, the mindset of an entrepreneur, and the strategies behind successful branding and marketing. Throughout the course, students have opportunities to discover their interests so they can specialize in areas like marketing, finance, or entrepreneurship in future coursework if they so choose.

This unit is part of the larger aforementioned course sequence and specifically focuses on management and accounting where students will explore different management styles and how to effectively manage a budget for a company. By the end of this unit, students will be able to identify different management styles, develop SMART goals, organize a SWOT analysis, create a budget for a company, review payroll for multiple employees, write a pay stub with proper deductions, and create a cash flow statement.

Students in Business Management and Information Systems classes develop skills that are intended to give them a competitive advantage in the workplace. Through the study of core business topics and current events, this curriculum encourages students to refine their speaking and listening skills, collaborate with their peers, and explore and research potential career paths.

Revision Date: August 2025

Standards

9.1.12.CFR.2: Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions.

9.1.12.FP.2: Explain how an individual’s financial values and goals may change across a lifetime and the adjustments to the personal financial plan that may be needed.

9.3.12.BM.2 Describe laws, rules and regulations as they apply to effective business operations.

9.3.12.BM.6 Implement, monitor and evaluate business processes to ensure efficiency and quality results.

9.3.12.BM□ADM.3 Plan, monitor and manage day□to□day business activities.

9.3.12.BM□MGT.4 Employ and manage techniques, strategies and systems to enhance business

relationships.

9.3.12.BM□OP.4 Plan, monitor and manage day□to□day business activities to maintain and improve operational functions.

9.3.12.BM□ADM.1 Plan, staff, lead and organize human resources to enhance employee productivity and satisfaction.

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.

RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RI.MF.9–10.6. Analyze, integrate, and evaluate multiple interpretations (ex: charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.AA.9–10.7. Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

B. Collaborate with peers to set rules for discussions (ex: informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (ex: student developed rubric) and assign individual roles as needed.

C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

SL.PI.9–10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.UM.9–10.5. Make strategic use of digital media (ex: textual, graphical, audio, visual, and interactive

elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

W.SE.9–10.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).

In accordance with New Jersey's Chapter 32 Diversity and Inclusion Law, this unit includes instructional materials that highlight and promote diversity, including: economic diversity, equity, inclusion, and tolerance.

The standards in this unit reflect a developmental progression and make interdisciplinary connections across content areas including the humanities, technology, career readiness, cultural awareness, and global citizenship.

Essential Questions

Essential Questions:

- How do the various management styles (ex: authoritative, delegative, servant) fundamentally shape employee engagement, productivity, and a company's overall capacity to achieve its SMART goals?
- In what ways does an accurately constructed company budget and precisely managed payroll serve as a critical reflection of management's resource allocation and commitment to both financial health and ethical employee relations?
- How does a strategic SWOT analysis directly inform a company's budgeting process and influence critical financial decisions made by management?

Enduring Understandings:

- Effective management is a dynamic process that requires understanding diverse leadership styles and applying strategic tools (like SMART goals and SWOT analysis) to guide teams, adapt to challenges, and drive organizational success.
- Sound financial management, through meticulous budgeting, accurate payroll, and insightful cash flow analysis, is the indispensable backbone of any successful business, enabling strategic resource allocation, ensuring stability, and informing all major operational decisions.

Objectives

Students will know:

- Different management styles, including their characteristics and typical impacts on teams.
- The benefits and drawbacks of various leadership approaches, such as autocratic, democratic, and laissez-faire.
- The components of a SMART goal (Specific, Measurable, Achievable, Relevant, Time-bound).
- The process and purpose of conducting a SWOT analysis (Strengths, Weaknesses, Opportunities, Threats).
- The strategic importance of a well-crafted company budget in financial planning and resource allocation.
- Key categories of expenses and revenues typically found in a company budget.
- The fundamental steps involved in processing payroll for multiple employees.
- The various types of deductions that appear on a pay stub (ex: taxes, benefits).
- The meaning and purpose of each line item on a standard pay stub.
- The structure and components of a cash flow statement, distinguishing between operating, investing, and financing activities.
- The critical role of cash flow management in a company's day-to-day operations and long-term solvency.
- Management decisions directly influence a company's financial performance, as seen in budgets and cash flow.
- The ethical considerations involved in managing company finances and employee payroll.
- The relationship between effective management and strong financial health within a business.
- Strategies for analyzing financial data (budgets, payroll, cash flow) to inform business decisions.

Students will be skilled at:

- Analyzing the suitability and potential impact of different management styles (ex: authoritative, delegative, servant) when leading teams and guiding organizational initiatives.
- Developing precise, measurable, achievable, relevant, and time-bound (SMART) goals that effectively align with overall business objectives and provide clear targets for teams.
- Constructing a comprehensive and detailed budget for a company, effectively allocating financial resources across various departments and operational needs to support strategic goals.
- Processing accurate payroll calculations for multiple employees, including the proper application of

all necessary deductions and the generation of clear, legally compliant pay stubs.

- Interpreting cash flow statements to identify trends in a company's financial liquidity, evaluate its operational efficiency, and inform strategic decisions regarding investments and funding.

Learning Plan

Management Style Scenario Match: Provide 3-4 short scenarios describing a manager's behavior or a workplace situation. Students read each scenario and identify the management style being demonstrated

SMART Goal Rewrite: Give students 2-3 poorly worded goals (ex: "Increase sales," "Make employees happier"). Students rewrite each goal to make it SMART, identifying which component was missing or unclear in the original.

SWOT Component Sort: Provide cards (physical or digital) with various business characteristics or external factors (ex: "New competitor enters market," "Strong company brand," "High employee turnover," "Economic recession," "Skilled workforce"). Students sort these into "Strengths," "Weaknesses," "Opportunities," or "Threats."

Budget Category Brainstorm: Each group will brainstorm 5-7 major income categories and 5-7 major expense categories they would expect to see in their truck company's budget.

Payroll Deduction Detective: Ask students to identify two common deductions they might see on a hypothetical pay stub (ex: federal taxes, state taxes, FICA, health insurance premiums). For each, they should briefly explain what it is and why it's deducted.

Cash Flow Statement: In or Out?: Provide a list of 5-7 business transactions (ex: "Received payment from a customer," "Paid rent," "Bought new equipment," "Took out a bank loan"). Students label each as a "Cash In" or "Cash Out" activity.

Management Style Role Play Snippet: Assign pairs a management style. Give them a simple scenario (ex: "A deadline is approaching, and the team is behind"). They perform a 30-second "snippet" showing how a manager with their assigned style would react.

Budget Dilemma: Give students a very small, fixed "budget" (ex: $1000) for a specific, simplified company event or project (or their truck project). Provide 4-5 items they must spend money on, and they decide how

much to allocate to each, justifying their top 2 allocations.

SWOT for You" (Personal Application): Students quickly perform a personal SWOT analysis. They list 1-2 personal Strengths, Weaknesses, Opportunities (ex: a new club, a course), and Threats (ex: competing commitments, procrastination).

Food/Service Truck Project: Students will work in groups of 2-3 and create a unique business idea. They will apply the learned materials throughout each unit to their truck (determining what type of entrepreneur they are, risk tolerance, marketing strategies, hiring employees and payroll)

"Manager's Dilemma" Case Study: Provide students with a detailed case study (fictional, but realistic) describing a small to medium-sized company facing integrated management and financial challenges (ex: declining profitability, employee morale issues, a need for expansion funding, or a surprise expense). The case should include some narrative and basic financial data (ex: simple P&L or a few cash flow figures).

Assessment

When taking a Business Management and Information Technology course, students demonstrate differentiated proficiency according to their ability to answer the essential questions through formative and summative assessments. Many of the performance tasks below can be implemented as formative and/or summative assessments. As teachers strive for students to demonstrate proficiency, they will need to create additional or alternative assessments based on demonstration or absence of skill.

Formative:

- Management Style Scenario Match
- SMART Goal Rewrite
- SWOT Component Sort
- Budget Category Brainstorm
- Payroll Deduction Detective
- Cash Flow Statement: In or Out?
- Management Style Role Play Snippet
- Budget Dilemma
- SWOT for You" (Personal Application)

Summative:

- Food/Service Truck Project (Ongoing throughout semester)
- "Manager's Dilemma" Case Study
- Cash Flow Quiz
- Payroll Deduction Quiz

Alternative:

My Entrepreneurial Idea: The students will come up with an idea for a simple business, like a service or a product they could sell. They will focus on some of the key business concepts we've explored. The student will think about what kind of entrepreneur they would be, how the business would make money, and one way it could be responsible to the community or environment. Finally, they'll consider a small risk the business might face and how comfortable they feel about taking risks in general.

Materials

The design of this course allows for the integration of a variety of instructional, supplemental, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available In addition to the materials below, the following link connects to district approved textbooks and resources utilized in this course.

The following are approved resources that teachers can include to further unit related objectives:

Budgeting | Federal Student Aid (FSA)

How to Create an Employee Work Schedule (With Template) (Indeed)

The 6 Most Common Leadership Styles & How to Find Yours (International Institute for Management Development)

How to Find Your Leadership Style: Crash Course Business - Soft Skills #14 (CrashCourse- Video)

SMART Goals: A How to Guide (University of California)

Hit the mark when you set SMART goals | It's Your Yale (Yale)

What is a SWOT Analysis? Five Reasons Why You Need One | Cornerstone University (Cornerstone University)

How to do a Personal SWOT Analysis (with examples) (The Right Questions- Video)

8 Reasons Cash Flow Statements Are Important | Indeed.com (Indeed)

What is Cash Flow Statement? | Meaning, importance of cash flow statement. (Educationleaves)

What are payroll deductions? Pre-tax & post-tax (ADP)

Free Paycheck Calculator: Hourly & Salary Take Home After Taxes (SmartAsset)

Any additional resources that are not included in this list will be presented to and reviewed by the supervisor before being included in lesson plans. This ensures resources are reviewed and vetted for relevance and appropriateness prior to implementation.

Integrated Accommodations and Modifications

This link includes content specific accommodations and modifications for all populations:

https://docs.google.com/spreadsheets/d/1g8M7CZ5VVwvFk2Ay9DZbjdewOYDyNOzpNeEBgSXPvr0/edit?usp=sharing

These additional strategies are helpful when learning Business Management and Information Systems content and skills:Highlighter for close reading and annotation strategies

- Bolded terms in directions
- Reading texts aloud for students to assist in comprehension and analysis
- Providing opportunities for text-to-speech for written responses.
- Using visual presentations of all materials and including graphic organizers when possible.