

# Unit 05: The Role of Government in Business (4 Weeks)

Content Area: **Business**  
Course(s):  
Time Period:  
Length: **Semester**  
Status: **Published**

## Standards Alignment

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### New Jersey Student Learning Standards

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BUS.9-12.III.1	Analyze the influence of external factors on marketing.
BUS.9-12.III.1.A	Government and Legal Regulations
BUS.9-12.III.1.A.1	identify specific regulations/laws and their impact on marketing
BUS.9-12.III.1.A.2	describe the impact of specific marketing regulations/laws on both domestic and international business
BUS.9-12.III.1.B	Ethical Issues
BUS.9-12.III.1.B.1	identify ethical issues and their impact on marketing

### Integration of Career Readiness, Life Literacies and Key Skills

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12.9.3.GV	Government & Public Administration
12.9.3.GV.1	Explain the purpose and functions of government and public administration and the application of democratic principles in the process of governmental and administrative policymaking.
CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP3	Attend to personal health and financial well-being.
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.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP10	Plan education and career paths aligned to personal goals.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.
PFL.9.1.12.A	Income and Careers
PFL.9.1.12.A.11	Explain the relationship between government programs and services and taxation.

PFL.9.1.12.A.12

Explain how compulsory government programs (e.g., Social Security, Medicare) provide insurance against some loss of income and benefits to eligible recipients.

## **Technology / Integration of Computer Science and Design Thinking**

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TECH.8.2.12

Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

TECH.8.2.12.D

Abilities for a Technological World: The designed world is the product of a design process that provides the means to convert resources into products and systems.

TECH.8.2.12.D.2

Write a feasibility study of a product to include: economic, market, technical, financial, and management factors, and provide recommendations for implementation.

## **Interdisciplinary Connections: NJSLs for ELA, Social Studies, Science and/or Math Section**

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### Key Ideas and Details

LA.K-12.NJLSA.R1

Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

LA.RI.11-12

### Reading Informational Text

LA.RI.11-12.1

Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

LA.K-12.NJLSA.SL

### Speaking and Listening

#### Comprehension and Collaboration

LA.K-12.NJLSA.SL1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

LA.SL.11-12.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

## **Integration of Diversity, Equity and Inclusion; Climate Change; Informational and Media Literacy**

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see Crosswalks

## **21st Century Life and Careers**

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TECH.9.4.2.IML.3

Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2,

TECH.9.4.2.IML.4

6.1.2.HistorySE.3, W.2.6, 1-LSI-2).

Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9).

Digital tools and media resources provide access to vast stores of information that can be searched.

## Stage I: Desired Results

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### Transfer/Overview/Rationale

#### Transfer / Overview / Rationale

##### Unit Rationale

The purpose of this unit...

Government rules promote and regulate the actions of business. The laws influence the production, selling, and pricing of goods and services.

### Meaning

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### Essential Questions

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#### Essential Questions

1. How does government regulate business?
2. What are the aspects of government in business?
3. What are the ways government promotes business?

## **Enduring Understanding/Indicators of Understanding**

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### Enduring Understanding/Indicators of Understanding

Government rules promote and regulate the actions of businesses.

The laws that influence the production, selling and pricing of goods and services.

## **Acquisition (Student Learning Objectives)**

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### **Knowledge**

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Knowledge

Students will know...

1. Students will be able to name four ways in which government regulates businesses.
2. How to name five aspects of the government's role in society.

### **Skills**

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Skills

Student will be skilled at ...

1. How government can restrict or stimulate economic activities.
2. How to protect creative property.

## **Stage 3: Learning Plan**

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### **Resource and Mentor Texts**

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Resources and Mentor Texts

Introduction to Business Teacher Textbook

Internet/Research

Youtube.com

Business documentaries

### **Formative Assessment Strategies**

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Formative Assessment Strategies

Review Activities

Key Concepts

Oral/written responses

test/quiz

Class participation

Class Activities

Research

Presentations

## **Learning Activities/Unit of Study**

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Learning Activities/Unit of Study

Chapter 11 assessment

Group discussion

Business Vocabulary

Notes

Internet

## **Modifications and/or Accommodations**

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**Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)**

**English Language Learners**

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

## Special Education Students

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

## Students with 504 Plans

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## Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

## Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by

having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.