

Unit 07: Human Resource Essentials (4 Weeks)

Content Area: **Business**
Course(s):
Time Period: **Full Year**
Length: **FY**
Status: **Published**

Standards Alignment

New Jersey Student Learning Standards

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

They build strong content knowledge.

They respond to the varying demands of audience, task, purpose, and discipline.

They comprehend as well as critique.

They value evidence.

They use technology and digital media strategically and capably.

They come to understand other perspectives and cultures.

Integration of Career Readiness, Life Literacies and Key Skills

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.

Technology / Integration of Computer Science and Design Thinking

Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

Interdisciplinary Connections: NJSL for ELA, Social Studies, Science and/or Math Section

Integration of Diversity, Equity and Inclusion; Climate Change; Informational and Media LiteracyNew Section

see Crosswalks

21st Century Life and Careers

Stage I: Desired Results

Transfer/Overview/Rationale

Transfer / Overview / Rationale

Unit Rationale

The purpose of this unit...

Meaning

Essential Questions

Essential Questions

1. How would you arrange the setting for a business meeting?
2. What are three ways that computers can save businesses money?
3. How can interpersonal skills be used in marketing?
4. What does it mean to delegate responsibility?

Enduring Understanding/Indicators of Understanding

Enduring Understanding/Indicators of Understanding

1. You need to understand the communication process to become a more effective communicator..
2. Computers have changed our personal lives in many ways, including the way we engage in marketing.
3. Studies show that between 80 and 85% of a person's success in the world of work is due to good interpersonal skills.
4. A basic understanding of management structure and functions will give you an advantage

Acquisition (Student Learning Objectives)

Knowledge

Knowledge

Students will know...

1. The six primary elements of communication
2. How to arrange the setting for a business meeting
3. How to use listening skills to improve your understanding of messages
4. Three blocks to listening with understanding
5. Three skills that will help you read with understanding
6. The three most common purposes for speaking
7. The four basic patterns for organizing a formal speech
8. The four step method for training
9. Parliamentary procedure & its purposes
10. Proper telephone skills
11. The three basic considerations in writing
12. The importance of understanding others
13. The personal traits that can help you be more effective in relations with other people
14. The personal skills you should master for successful interpersonal relations
15. How interpersonal skills may be used in marketing
16. The importance of teamwork in the business world
17. Six aspects of successful teamwork
18. How horizontally organized companies differ from traditionally organized companies
19. The three levels of management
20. How a self-managing team functions
21. The three functions of management
22. The management techniques used by effective managers
23. How to motivate employees through a system of rewards

Skills

Skills

Student will be skilled at ...

1. Explain the nature of effective communications.
2. Apply effective listening skills.
3. Make oral presentations.
4. Handle telephone calls in a businesslike manner.
5. Explain the nature of written communications.
6. Use communications technology/systems.
7. Foster positive working relationships.
8. Identify personality traits important to business.
9. Adjust to change.
10. Participate as a team member.
11. Explain the nature of leadership in organizations.
12. Explain the nature of staff communications.
13. Explain the concept of management.
14. Explain the nature of management/supervisory training.
15. Foster positive working relationships.
16. Describe the role of management in the achievement of quality.
17. Encourage team building.

18. Explain the concept of staff motivation.
19. Explain the nature of leadership in organizations

Stage 3: Learning Plan

Resource and Mentor Texts

Resources and Mentor Texts

Marketing Essentials

0-02-640601-2

Glencoe/McGraw Hill 1997

Various internet sites

Scholastic UPFRONT magazine

Formative Assessment Strategies

Formative Assessment Strategies

Key Concepts

Oral and/or written responses

Participation

Learning Activities/Unit of Study

Learning Activities/Unit of Study

1. In groups of 4, have students explain to each other what they will be doing this weekend without using oral or written communication.
2. Students will complete chapter outline including chapter definitions.
3. Verbally give students directions to do something, but when you tell them to touch their chin, you touch your cheek. See who listens as opposed to watching.
4. With 3 volunteers removed from the class, distribute a complex story to the remaining students & instruct them to read it carefully. Have one student summarize the story & pass the information to one of the volunteers brought back into the room. Next have that student relate the information to the 2nd volunteer & so on. Compare the final story to the original & discuss information lost in the translation.
5. Discuss positive & negative examples of body language & give examples.
6. Have students watch a portion of a You-tube video, television show or movie scene with the sound muted. Have them make a list of the nonverbal messages that they observe & interpret them.
7. In groups of 2, have students write down a list of instructions as to how to put on a jacket, sneakers, and watch. Then have the groups switch instructions & see if they can follow the directions.
8. Have student's role play telephone calls from an irate customer & a non-English speaking customer.
9. Write on board: "Assume you are the marketing manager for a startup Internet based company. What are the desired characteristics you would like to see in your boss & what you expect in employees?" Write answers in 2 columns & compare & contrast responses.
10. Write "subjective" & "objective" on board & generate a list of student definitions & arrive at a consensus.
11. Discuss making snap judgments. Have students provide examples including when their judgment was wrong.
12. Divide the class into 4 groups & have each group role play a different scenario using interpersonal skills.
13. Using a variety of search engines, have student's research business etiquette. Assign specific topics & have students report their findings to the class.
14. In groups of 3, direct students to select one to be blindfolded, one to be leader & one to be assistant. The leader & assistant will provide directions to blindfolded student to get from A to B without bumping into anything. This activity deals with mutual trust.
15. Write "management" on the board, ask students to define & write responses on the board.
16. Have students brainstorm the qualities of what makes a good manager & write responses on the board.

Modifications and/or Accommodations

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.