

Unit 08: Business and Marketing 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 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

CS.9-12.8.1.12.AP.9	Collaboratively document and present design decisions in the development of complex programs.
---------------------	---

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

ELA.K-12.1	Developing Responsibility for Learning: Cultivating independence, self-reflection, and responsibility for one's own learning.
ELA.K-12.2	Adapting Communication: Adapting communication in response to the varying demands of audience, task, purpose, and discipline.
ELA.K-12.3	Valuing Evidence in Argumentation: Constructing viable claims and evaluating, defending, challenging, and qualifying the arguments of others.
ELA.K-12.4	Building Knowledge: Building strong content knowledge and connecting ideas across disciplines using a variety of text resources and media.

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

see Crosswalks

21st Century Life and Careers

CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.
CAEP.9.2.12.C.4	Analyze how economic conditions and societal changes influence employment trends and future education.

Stage I: Desired Results

Transfer/Overview/Rationale

Transfer / Overview / Rationale

Unit Rationale

The purpose of this unit...

Meaning

Essential Questions

Essential Questions

1. What are the two primary functions of business?
2. What benefits do consumers and nations derive from international trade?

Enduring Understanding/Indicators of Understanding

Enduring Understanding/Indicators of Understanding

1. Marketing is part of doing business.
2. The global marketplace makes all people and businesses in the world potential customers.

Acquisition (Student Learning Objectives)

Knowledge

Knowledge

Students will know...

1. What a business is
2. The basic functions of a business
3. How to distinguish businesses from each other based on general characteristics

4. The importance of e-commerce
5. The major types of businesses that comprise the industrial market
6. The areas in which businesses are thought to have social responsibilities
7. The ways that business activities have impacted our environment
8. The definition of ethics and how marketers can make ethical choices
9. The meaning of consumerism and brief history of the movement
10. The current trends and concerns in the workplace for employees
11. The interdependence of nations
12. The benefits of international trade
13. Government involvement in international trade
14. Balance of trade
15. Trade barriers
16. Trade agreements & alliances
17. How businesses can get involved in international trade
18. The standard business practices involved in importing & exporting
19. The cultural, economic, & political factors that should be considered when deciding whether to do business abroad

Skills

Skills

Student will be skilled at ...

1. Explaining the role of business in society.
2. Explaining marketing and its importance in a global economy.
3. Treating others fairly at work.
4. Demonstrating ethical work habits.
5. Explaining the nature of environmental regulations.
6. Explaining the nature of international trade.
7. Evaluating influences on a nation's ability to trade.
8. Determining the relationship between government & business.
9. Identifying the impact of cultural & social environments on world trade.
10. Explaining the nature of trade regulations.

Stage 3: Learning Plan

Resource and Mentor Texts

Resources and Mentor Texts

Marketing Essentials

Glencoe/McGraw Hill 1997

Various internet sites

Scholastic UPFRONT magazine

Formative Assessment Strategies

Formative Assessment Strategies

Key Concepts

Oral and/or written responses

Participation

Class Activities

Learning Activities/Unit of Study

Learning Activities/Unit of Study

1. Outline including chapter definitions.
2. Generate a list of local businesses that provide a good or service to the community. Using a master list, have students characterize each one as to the type of business in each category listed.
3. Brainstorm the types of responsibilities businesses have to society.
4. In groups of 5, have students generate an ethical problem that can occur at work & prepare a dramatization of the problem & present it to the class for discussion.
5. Students will complete the chapter outline including chapter definitions.
6. Generate a list of products the students enjoy because the US allows international trade with other countries.
7. Have student's discuss their experiences of traveling abroad.
8. Have students complete the multicultural quiz questions & discuss their answers.

9. In 3 groups, have students investigate the cultural, economic & political factors involved in doing business abroad.
10. Project: select an international business & research its products, where they do business, social responsibility, annual earnings & prepare a power point presentation to present to the class. Students must also find an advertisement for the selected company or a product that they sell.

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

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.

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.