| ***Intro to Business: Business Basics (Professionalism, Customer Service, and Management)***  ***Weeks 1-8 - September to October (37 Days)*** | | | | | |
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| **Targeted Standards** (Write the overall NJSLS that are most applicable to this unit. For grades 6-8 in subjects other than ELA/English, be sure to include relevant [companion standards](https://www.state.nj.us/education/cccs/2016/ela/)).  **9.2.12.CAP.13:** Analyze how the economic, social, and political conditions of a time period can affect the labor market. | | | | | |
| **Rationale and Transfer Goals**:  This unit provides an overview of professionalism, including appearances, personal characteristics, and traits belonging to successful employees. Students practice evaluating the effectiveness of employees and dealing with workplace situations, including harassment, discrimination and bullying. The Customer Service module is purposed to help students understand the importance of an employee’s role in customer service and the importance of customer service in business. In the management module, students will learn the fundamental functions of management (Planning, Organizing, Evaluating/Controlling,Leading/Directing), types of organizational structures of businesses, characteristics of a good manager, and how to manage in certain situations. | | | | | |
| **Enduring Understandings:** What are the most essential conclusions that students should be guided towards throughout this unit?  Professionalism in the workplace is important for first impressions, approachability, trust, and appropriateness.  All traits of an effective team can be learned through communication, effort, and dedication.  Emotional intelligence and empathy of others plays a key role in providing customer service on a human level.  Good customer service relies on understanding customer needs and solving their issues. Listening to the customer is key.  It is important for managers to minimize any harm to the team or the company, however, managers must remain flexible.  The decisions managers can have a broad impact. | | | | | |
| **Essential Questions**: What are the questions that will guide critical thinking about the content of this unit? Essential questions should, in part, be thought-starters toward the enduring understandings.   * How are professionalism and time management used effectively in the workplace? * How does teamwork lead to the success of the overall business? * Why is empathy an important characteristic in good customer service? * What are examples of good customer service as opposed to poor customer service? * How do managers handle difficult situations? | | | | | |
| **Content/Objectives** | | | **Instructional Actions** | | |
| **Content**  ***What students will know*** | **Skills**  ***What students will be able to do*** | | **Activities/Strategies**  ***How we teach content and skills*** | | **Evidence (Assessments)**  ***How we know students have learned*** |
| * How to dress professionally in the workplace. * Professionalism scenarios related to appropriateness, first impressions, and approachability. * The importance of time management and how to apply a general problem solving method. * Leadership, teamwork, team roles and their own strengths and weaknesses in those roles. * Identify both good and poor examples of customer service behaviors. * Students will define empathy and it’s uses in customer service scenarios. * How managers handle difficult business situations related to budgets, cultures, and ethnicity in the workplace. * Learn how the decisions managers make can have a broad impact. * Understand how decisions can impact the team, families of the team, and the company itself. | * Listen to scenarios and discuss professionalism related to appropriateness, first impressions, and approachability, etc. * Define management, identify the functions of management, and characteristics of good managers. * Attempt to successfully lead a team. * Apply a general problem solving method. * Think, reflect, create, and collaborate toward formal projects that engage real-world business expectations. * Learn how empathy is used to improve customer service. | | * Professionalism Scenarios Case Study. * Class Discussion. * Personal Management Skills. * Current Events. * Work in groups to rewrite the scenarios from the Explore activity so that the outcome is opposite of the original. * Research real job listings and complete information about those listings to understand similarities and differences among them. * Resume and Job Application Case Studies. * Review scenarios and make recommendations to resolve management-related issues. * Reflection questions and discussion. | | * Rubrics. * Exit Tickets. * Challenge Question participation. * Teacher observations and reflections. * Analysis of student reflections. * Quiz. * Quarterly Assessment. * Formal data from activities. |
| **Spiraling for Mastery**  **Where does this unit spiral back to other units from this or previous years**  **in order to ensure that students retain mastery of what they’ve learned?** | | | | | |
| **Content or Skill for this Unit** | | **Spiral Focus from Previous Unit** | | **Instructional Activity** | |
| * Professionalism. * Customer Service. * Management. | | * Maslow’s Hierarchy of Needs. * Recall proper writing skills and use of thesis sentences. * Basic understanding of business. | | * Challenge Questions. * Mini Paragraphs/Sentence Starters. * Use of Google Classroom and Google Drive applications. | |
| **21st Century Skills:** What are the [21st Century Skills](http://www.p21.org/about-us/p21-framework) that are a part of this unit, and where are they experienced? Use [NJSLS Standard 9](https://www.state.nj.us/education/aps/cccs/career/) to document standards taught and associated activities. Be sure to embed specific standards that are used; don’t simply paste all of the standards into this section.  CRP1. Act as a responsible and contributing citizen and employee.  CRP3. Attend to personal health and financial well-being.  CRP4. Communicate clearly and effectively and with reason.  CRP5. Consider the environmental, social and economic impacts of decisions.  CRP6. Demonstrate creativity and innovation.  CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.  CRP9. Model integrity, ethical leadership and effective management.  CRP10. Plan education and career paths aligned to personal goals.  In the literacy block, students will be making judgments and decisions, implementing innovations, thinking creatively, work creatively, communicate clearly, collaborating with others, using visual literacy, applying scientific and numerical literacy, using cross-disciplinary thinking, applying basic literacy, accessing and evaluating information, using and managing information, creating media products, and applying technology effectively. | | | | | |
| **Key resources:** What are the resources that are essential for this unit (may also be listed in “Activities/Strategies”)?   * Applied Educational Systems Business&ITCenter21 Learning Management System. * Quizizz. * Google Classroom. * Google Docs. * Nearpod. * Personal dry erase boards. * Note cards. | | | | | |
| **Interdisciplinary Connections** What are some reinforcing connections that the work in this unit makes to other disciplines and subjects? Write specific standards from other disciplines. For example, if connecting to an ELA concept such as “determining central ideas or themes”, *document that specific ELA standard*.    **World Language -** Class discussions and writing activities will be based on professional topics such as key trends in business and current events in business / 7.1.AL.IPERS.1: Participate in extended conversations about personal, social, and professional topics, using paragraph-level speech and writing across major time frames.  **Language Arts** - Students will write mini-paragraphs as part of planned learning activities.  **Social Studies** - Students will learn appropriate professional expectations regarding dress and behavior for the business workplace. | | | | | |