# Orange Public Schools
## Introduction to Business

**OBE Approval Date:  <u>October 13, 2015</u>**

# Orange Township Public Schools
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# Introduction to Business

| Content Area: | CTE | | Grade(s) | 9-12 |
|---|---|---|---|---|
| Unit Plan Title: | Introduction to Business | | | |

## Common Core Anchor Standard

- English Language Arts Standards » Anchor Standards » College and Career Readiness Anchor Standards for Reading
- Key Ideas and Details:
- CCSS.ELA-LITERACY.CCRA.R.1

  Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- CCSS.ELA-LITERACY.CCRA.R.2

  Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- CCSS.ELA-LITERACY.CCRA.R.3

  Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
- Craft and Structure:
- CCSS.ELA-LITERACY.CCRA.R.4

  Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- CCSS.ELA-LITERACY.CCRA.R.5

  Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- CCSS.ELA-LITERACY.CCRA.R.6

  Assess how point of view or purpose shapes the content and style of a text.
- Integration of Knowledge and Ideas:
- CCSS.ELA-LITERACY.CCRA.R.7

  Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- CCSS.ELA-LITERACY.CCRA.R.8

  Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- CCSS.ELA-LITERACY.CCRA.R.9

  Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- Range of Reading and Level of Text Complexity:
- CCSS.ELA-LITERACY.CCRA.R.10

  Read and comprehend complex literary and informational texts independently and proficiently.
- English Language Arts Standards » Anchor Standards » College and Career Readiness Anchor Standards for Writing
- Text Types and Purposes:
- CCSS.ELA-LITERACY.CCRA.W.1
- Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and

relevant and sufficient evidence.

- ☐ CCSS.ELA-LITERACY.CCRA.W.2

  Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

- ☐ CCSS.ELA-LITERACY.CCRA.W.3

  Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

- ☐ Production and Distribution of Writing:

- ☐ CCSS.ELA-LITERACY.CCRA.W.4

  Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- ☐ CCSS.ELA-LITERACY.CCRA.W.5

  Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- ☐ CCSS.ELA-LITERACY.CCRA.W.6

  Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

- ☐ Research to Build and Present Knowledge:

- ☐ CCSS.ELA-LITERACY.CCRA.W.7

  Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

- ☐ CCSS.ELA-LITERACY.CCRA.W.8

  Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

- ☐ CCSS.ELA-LITERACY.CCRA.W.9

  Draw evidence from literary or informational texts to support analysis, reflection, and research.

- ☐ Range of Writing:

- ☐ CCSS.ELA-LITERACY.CCRA.W.10

  Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

- ☐ English Language Arts Standards » Anchor Standards » College and Career Readiness Anchor Standards for Speaking and Listening

- ☐ Comprehension and Collaboration:

- ☐ CCSS.ELA-LITERACY.CCRA.SL.1

  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.

- ☐ CCSS.ELA-LITERACY.CCRA.SL.2

  Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

- ☐ CCSS.ELA-LITERACY.CCRA.SL.3

  Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

- ☐ Presentation of Knowledge and Ideas:

- ☐ CCSS.ELA-LITERACY.CCRA.SL.4

  Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

- CCSS.ELA-LITERACY.CCRA.SL.5

  Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- CCSS.ELA-LITERACY.CCRA.SL.6

  Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
- English Language Arts Standards » Anchor Standards » College and Career Readiness Anchor Standards for Language
- Conventions of Standard English:
- CCSS.ELA-LITERACY.CCRA.L.1

  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCSS.ELA-LITERACY.CCRA.L.2

  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Knowledge of Language:
- CCSS.ELA-LITERACY.CCRA.L.3

  Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- Vocabulary Acquisition and Use:
- CCSS.ELA-LITERACY.CCRA.L.4

  Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- CCSS.ELA-LITERACY.CCRA.L.5

  Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- CCSS.ELA-LITERACY.CCRA.L.6

  Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**Overview/Rationale**

**The Orange Board of Education**
**Vision and Mission Statement**

Vision

"The Orange Public School District commits to provide a safe and caring environment where each student is expected to grow and succeed. We pledge to prepare all students with equitable opportunities for college and career readiness, leading to lifelong learning and responsible citizenship in a competitive global community."

Mission

- The Orange Public School District in collaboration with all stakeholders is responsible for promoting the academic, social, emotional and personal success of all students.

- With a commitment to academic excellence, the district provides teachers, families, and administrators the tools needed for all students to reach their full potential.

- The district serves all students in our schools, acknowledging their unique backgrounds, cultural perspectives and learning styles.

- The district recognizes that curiosity, discipline, integrity, responsibility and respect are necessary for success.

- The Orange Public School District cultivates a community of 21st century learners where students take ownership of the learning process, achieve high standards of excellence, and focus on academics.

### No Alibis, No Exceptions, No Excuses!

*A note to the teacher, this curriculum guide is a work in progress; teachers are encouraged to make modifications or corrections to the guide.*

**Philosophy Statement:**
Our current business climate has undergone drastic changes due to recent technological advances such as universal access to computers and up-to-the-minute word of world events. Therefore, it is imperative that today's high school graduates have a good knowledge base of the way modern business works and how it impacts on all areas of their lives. Examples of this would include how events in a foreign country such as Iraq can affect the cost of our fuels and cause our investments to increase or decrease in value almost as fast as events happen. That is why it is necessary for students to know how business can affect their lives every day in many ways.

**Course Description:**
Introduction to Business is a half year course designed to introduce the student to the business world. Topics to be covered include an introduction to the nature and kind of business; competition, want and needs, factors of production, globalization, social and economic responsibility; computer basics; awareness of new trends and technologies in such business, accounting, computer, and word processing; and an emphasis on exploration of career possibilities in the business world.

**Standard(s)**

**Career Ready Practices**

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

**CRP1.** Act as a responsible and contributing citizen and employee.

**CRP2.** Apply appropriate academic and technical skills.

**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.

**CRP7.** Employ valid and reliable research strategies.

**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.

**CRP11.** Use technology to enhance productivity.

**CRP12.** Work productively in teams while using cultural global competence.

**CRP1. Act as a responsible and contributing citizen and employee.**

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

**CRP2. Apply appropriate academic and technical skills.**

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

**CRP3. Attend to personal health and financial well-being.**

Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

**CRP4. Communicate clearly and effectively and with reason.**

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others᾿ time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active

listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

**CRP5. Consider the environmental, social and economic impacts of decisions.**
Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

**CRP6. Demonstrate creativity and innovation.**
Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

**CRP7. Employ valid and reliable research strategies.**
Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

**CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**
Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

**CRP9. Model integrity, ethical leadership and effective management.**
Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

**CRP10. Plan education and career paths aligned to personal goals.**
Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

**CRP11. Use technology to enhance productivity.**
Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

**CRP12. Work productively in teams while using cultural global competence.**
Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

- CONTENT AREA: 21$^{ST}$ CENTURY LIFE AND CAREERS
- By the end of Grade 12, students will be able to :
- 9.1.12.A.3: Analyze the relationship between various careers and personal earning goals.
- 9.1.12.A.4: Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, costs, and possible debt.
- 9.1.12.A.5: Analyze how the economic, social, and political conditions of a time period can affect the labor market.
- 9.1.12.A.6: Summarize the financial risks and benefits of entrepreneurship as a career choice.
- 9.1.12.D.2: Assess the impact of inflation on economic decisions and lifestyles.
- 9.1.12.E.3: Determine how objective, accurate, and current financial information affects the prioritization of financial decisions.
- 9.1.12.E.4: Evaluate how media, bias, purpose, and validity affect the prioritization of consumer decisions and spending.
- 9.1.12.E.5: Evaluate business practices and their impact on individuals, families, and societies.
- 9.1.12.F.3: Analyze how citizen decisions and actions can influence the use of economic resources to achieve societal goals and provide individual services.
- 9.2.12.C.1: Review career goals and determine steps necessary for attainment.
- 9.2.12.C.3: Identify transferable career skills and design alternate career plans.
- 9.2.12.C.4: Analyze how economic conditions and societal changes influence employment trends and future education.
- 9.2.12.C.5: Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
- 9.2.12.C.6: Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.
- 9.2.12.C.7: Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.
- 9.3.12.BM.1: Utilize mathematical concepts, skills and problem solving to obtain necessary information for decision-making in business.
- 9.3.12.BM.2: Describe laws, rules and regulations as they apply to effective business operations.
- 9.3.12.BM.3: Explore, develop and apply strategies for ensuring a successful business career.
- 9.3.12.BM.4: Identify, demonstrate and implement solutions in managing effective business customer relationships.

- 9.3.12.BM-ADM.2: Access, evaluate and disseminate information for business decision making.
- 9.3.12.BM-BIM.1: Describe and follow laws and regulations affecting business operations and transactions.
- 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.
- 9.3.21.BM-MGT.1: Describe and follow laws and regulations affecting business operations and transactions.
- 9.3.12.BM-MGT.2: Access, evaluate and disseminate information for business decision making.
- 9.3.12.BM-MGT.4: Employ and manage techniques, strategies and systems to enhance business relationships.
- 9.3.12.BM-HR.1: Describe and follow laws and regulations affecting human resource operations.
- 9.3.12.BM-HR.2: Access, evaluate and disseminate information for human resources management decision making.
- 9.3.12.BM-HR.3: Motivate and supervise personnel to achieve completion of projects and business goals.
- 9.3.12.BM-OP.1: Describe and follow laws and regulations affecting business operations and transactions.
- 9.3.12.BM-OP.2: Develop and maintain positive customer relationships.
- 9.3.12.BM-OP.3: Apply inventory tracking systems to facilitate operational controls.
- 9.3.12.ED.1: Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.
- 9.3.12.ED.2: Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.
- 9.3.12.ED.3: Use critical thinking to process educational communications, perspectives, policies and/or procedures.
- 9.3.12.ED.5: Demonstrate group collaboration skills to enhance professional education and training practice.
- 9.3.12.ED.8: Demonstrate ethical and legal behavior within and outside of education and training settings.
- 9.3.12.ED.11: Demonstrate group management skills that enhance professional education and training practice.
- 9.3.12.ED-ADM.2: Identify behaviors necessary for developing and sustaining a positive learning culture.
- 9.3.12.FN.1: Utilize mathematical concepts, skills and problem solving to obtain necessary information for decision making in the finance industry.
- 9.3.12.FN.2: Utilize tools, strategies and systems to plan, monitor, manage and maintain the use of financial resources.
- 9.3.IT.2: Use product or service design processes and guidelines to produce a quality information technology (IT) product or service.
- 9.3.IT.4: Demonstrate positive cyber citizenry by applying industry accepted ethical practices and behaviors.
- 9.3.IT.5: Explain the implications of IT on business development.
- 9.3.IT.6: Describe trends in emerging and evolving computer technologies and their influence on IT practices.
- 9.3.IT-PRG.6: Program a computer application using the appropriate programming language.
- 9.3.IT-WD.10: Comply with intellectual property laws, copyright laws and ethical practices when creating Web/digital communications.
- 9.3.ST.2: Use technology to acquire, manipulate, analyze and report data.

| Technology Standard(s) | Interdisciplinary Standard(s) |
|---|---|

- 8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
- 8.1.12.A.2: Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.
- 8.1.12.D.1: Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
- 8.1.12.D.4: Research and understand the positive and negative impact of one's digital footprint.
- 8.2.12.B.2: Evaluate ethical considerations regarding the sustainability of environmental resources that are used for the design, creation and maintenance of a chosen product.
- 8.2.12.B.3: Analyze ethical and unethical practices around intellectual property rights as influenced by human wants and/or needs.
- 8.2.12.B.4: Investigate a technology used in a given period of history, e.g., stone age, industrial revolution or information age, and identify their impact and how they may have changed to meet human needs and wants.
- 8.2.12.C.2: Analyze a product and how it has changed or might change over time to meet human needs and wants.
- 8.2.12.C.3: Analyze a product or system for factors such as safety, reliability, economic considerations, quality control, environmental concerns, manufacturability, maintenance and repair, and human factors engineering (ergonomics).
- 8.2.12.D.6: Synthesize data, analyze trends and draw conclusions regarding the effect of a technology on the individual, society, or the environment and publish conclusions.
- 8.2.12.E.1: Demonstrate an understanding of the problem-solving capacity of computers in our world.
- 8.2.12.E.2: Analyze the relationships between internal and external computer components.
- 8.2.12.E.3: Use a programming language to solve problems or accomplish a task (e.g., robotic functions, website designs, applications,

- ELA Key Ideas and Details:
- CCSS.ELA-LITERACY.RST.9-10.1: Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
- CCSS.ELA-LITERACY.RST.9-10.2 Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.
- CCSS.ELA-LITERACY.RST.9-10.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
- Craft and Structure:
- CCSS.ELA-LITERACY.RST.9-10.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.
- CCSS.ELA-LITERACY.RST.9-10.5 Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).
- CCSS.ELA-LITERACY.RST.9-10.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.
- Integration of Knowledge and Ideas:
- CCSS.ELA-LITERACY.RST.9-10.7 Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
- CCSS.ELA-LITERACY.RST.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or

and games).

- ☐ 8.2.12.E.4: Use appropriate terms in conversation (e.g., troubleshooting, peripherals, diagnostic software, GUI, abstraction, variables, data types and conditional statements).

technical problem.

- ☐ CCSS.ELA-LITERACY.RST.9-10.9
Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.
- ☐ Range of Reading and Level of Text Complexity:
- ☐ CCSS.ELA-LITERACY.RST.9-10.10
By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.
- ☐ English Language Arts Standards » Writing » Grade 9-10
- ☐ Text Types and Purposes:
- ☐ CCSS.ELA-LITERACY.WHST.9-10.1
Write arguments focused on discipline-specific content.
- ☐ CCSS.ELA-LITERACY.WHST.9-10.1.A
Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
- ☐ CCSS.ELA-LITERACY.WHST.9-10.1.B
Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
- ☐ CCSS.ELA-LITERACY.WHST.9-10.1.C
Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- ☐ CCSS.ELA-LITERACY.WHST.9-10.1.D
Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

- ☐ CCSS.ELA-LITERACY.WHST.9-10.1.E
  Provide a concluding statement or section that follows from or supports the argument presented.
- ☐ CCSS.ELA-LITERACY.WHST.9-10.2
  Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
- ☐ CCSS.ELA-LITERACY.WHST.9-10.2.A
  Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- ☐ CCSS.ELA-LITERACY.WHST.9-10.2.B
  Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- ☐ CCSS.ELA-LITERACY.WHST.9-10.2.C
  Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
- ☐ CCSS.ELA-LITERACY.WHST.9-10.2.D
  Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
- ☐ CCSS.ELA-LITERACY.WHST.9-10.2.E
  Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- ☐ CCSS.ELA-LITERACY.WHST.9-10.2.F
  Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- ☐ CCSS.ELA-LITERACY.WHST.9-10.3

|  | (See note; not applicable as a separate requirement) |
|  | ☐ Production and Distribution of Writing: |
|  | ☐ CCSS.ELA-LITERACY.WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
|  | ☐ CCSS.ELA-LITERACY.WHST.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
|  | ☐ CCSS.ELA-LITERACY.WHST.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. |
|  | ☐ Research to Build and Present Knowledge: |
|  | ☐ CCSS.ELA-LITERACY.WHST.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. |
|  | ☐ CCSS.ELA-LITERACY.WHST.9-10.8 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. |
|  | ☐ CCSS.ELA-LITERACY.WHST.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research. |
|  | ☐ Range of Writing: |
|  | ☐ CCSS.ELA-LITERACY.WHST.9-10.10 Write routinely over extended time frames |

(time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

☐ CCSS.MATH.CONTENT.HSN.Q.A.1
Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.

☐ CCSS.MATH.CONTENT.HSN.Q.A.2
Define appropriate quantities for the purpose of descriptive modeling.

☐ CCSS.MATH.CONTENT.HSN.Q.A.3
Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

☐ 6.2.12.C.6.c: Assess the role government monetary policies, central banks, international investment, and exchange rates play in maintaining stable regional and global economies.

**Essential Question(s)**

- What is the difference between wants and needs?
- What are examples of goods and services?
- What are several factors that motivate businesses?
- What impact does limited resources have on both business and consumers?
- What is the effect of scarcity on our economic system?
- What is the significance of the four factors of production on business decisions?
- What are the different kinds of economics and how do they differ?
- How is the economic status of a country measured at any given time?
- What are the differences between inflation and deflation and how they are significant?
- How do the four phases of the business cycle differ and what is a historical example of each phase of the cycle?
- Why is it important that businesses operate in an ethical and socially responsible manner? How would these two terms best be defined?
- What are the advantages and disadvantages of being an entrepreneur?
- Why would anyone want to start their own small business?
- What are some of the reasons that small businesses may fail?
- What are the different types of business ownership frameworks and how do they differ?
- What are the different types of businesses that exist?
- What are the different ways that a business can organize its management structure?
- How do the four functions of management operate?
- What are the differences between a manager and a leader?
- What are some qualities that are needed for someone to be a successful leader?
- What are the three different leadership styles and how do they differ?
- What are the different types of budgets that businesses can use?
- What role does a financial manager serve in a business?
- How does money function in a society?
- What services do banks offer to their clients?
- What are the different types of banks and how do they differ?
- How does the Federal Reserve System Function?

**Enduring Understandings**

Students will be able to:

- [ ] State the differences between wants and needs: A want is something that is not essential to life versus a need that is essential to sustain life.
- [ ] Describe how limited resources relate to the ability of obtaining wants and needs.
- [ ] Identify business activities that are used for products and services.
- [ ] List/identify the factors that motivate businesses.
- [ ] Explain the relationship between business and you.
- [ ] Define scarcity and how it affects the economy.
- [ ] List the factors of production and describe how individuals and business play a role in the production cycle.
- [ ] Identify the differences between market and command economies.
- [ ] Explain why most countries prefer a mixed economy.
- [ ] Identify how economic activity is measured, discuss GDP and understand the difference between budget surplus and deficits.
- [ ] Explain how inflation and deflation work and how they affect the economy.
- [ ] Discuss the four phases of the business cycle and how they relate to each other.
- [ ] Explain business ethics, and why it's important and how it can shape your character.
- [ ] Give reasons why ethical behavior is good for business.
- [ ] Define social responsibility and how your actions influence the community.
- [ ] Describe the social responsibilities of businesses and the importance of integrity.
- [ ] Describe an entrepreneurship and a small business.
- [ ] List the advantages and disadvantages of an entrepreneurship.
- [ ] Recognize the advantages and disadvantages of a small business.
- [ ] Explain why small businesses may fail.
- [ ] Name business ownerships.
- [ ] Compare the advantages of various types of business ownerships.
- [ ] Describe alternative ways to do business.
- [ ] Identify types of businesses.
- [ ] Explain how technology influenced business industries.
- [ ] Describe three aspects of the e-workforce.
- [ ] List specific examples of e-commerce.
- [ ] Analyze the advantages and disadvantages of e-commerce.
- [ ] Name the responsibilities of a financial manager.
- [ ] Identify different types of budgets for managing business finances.
- [ ] Describe the types of financial records businesses use and are required to keep.
- [ ] Describe the functions and characteristics of money.
- [ ] Explain the services that financial institutions offer.
- [ ] Name the types of financial institutions.
- [ ] Identify the functions of the Federal Reserve Systems.

**In this unit plan, the following 21st Century themes and skills are addressed.**

*Check all that apply.*
### 21st Century Themes

*Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.*
### 21st Century Skills

| | 21st Century Themes | | 21st Century Skills |
|---|---|---|---|
| T | Global Awareness | T | Creativity and Innovation |
| | Environmental Literacy | A | Critical Thinking and Problem Solving |
| | Health Literacy | T | Communication |
| T | Civic Literacy | E | Collaboration |
| T | Financial, Economic, Business, and Entrepreneurial Literacy | | |

## Student Learning Targets/Objectives

- ☐ Define business terms and process.
- ☐ Identify the four processes of starting a business.
- ☐ Recognize ethical processes and standards.
- ☐ Discuss emerging global business trends.
- ☐ Recognize a potential career path and identify steps they need to take to prepare themselves for the work force.
- ☐ Summarize Business Week case studies.
- ☐ Apply math concepts to common business transactions.
- ☐ Demonstrate research skills for course project.
- ☐ Manipulate Microsoft Office productivity software.
- ☐ Operate internet structured learning applications.
- ☐ Show proficiency with presentation software.
- ☐ Write personal profile narrative.
- ☐ Analyze and respond to business scenarios.
- ☐ Diagram business processes.
- ☐ Examine census records for future employment/business opportunities.
- ☐ Collect college entry and employment data.
- ☐ Create formal presentation.
- ☐ Rewrite narrative drafts.
- ☐ Tell an audience of their peers about their career research and findings.
- ☐ Attach relevant videos, text and other messages to their presentations and research.
- ☐ Describe emerging global business trends.
- ☐ Interpret career research and work force responsibilities.
- ☐ Summarize vocabulary, processes and actions that all business must execute to be competitive and profitable.

## Assessments

- Pre and Formative: Do Now, Exit Ticket, case studies, homework, graphic organizers
- Summative: Business Math Quizzes, Vocabulary and Chapter Tests
- Other assessment measures: Globalization and your career interest - rubric based

| | | *Teaching and Learning Actions* | |
|---|---|---|---|
| D | *Instructional Strategies* | Class materials presented through auditory and visual channels, teachers notes will be accessible, other modifications will be made as per IEP's or other individual needs. | |
| D | *Activities* | Selected readings and notes, research on career of their choice, written assignments, case studies, graphic organizers, journal and vocabulary entries and exploration, homework: | |
| | | Unit One | *Explanation of course requirement and expectations including distribution of class rules and rubrics for long-term assignments, pre-assessments (SGO raw data), course software overview; course project introduction with rubric; Basic Economic Concepts- Wants and Needs – Decision Making Process* |
| | | Unit Two | *Federal Reserve System; Various Types of Business; Competition; Field trip to Federal Reserve Bank and NYC Financial District* |
| | | Unit Three | *Economics Resources and Systems – Factors of Production ; Four Stages of the Business Cycle* |
| | | Unit Four | *Business Ethics and Social Responsibility* |
| | | Unit Five | *Owning and Operating a Business* |
| | | Unit Six | *CODE.Org / Post Assessments and Digital Citizenship* |
| | | | Suggested Timeline: |
| | | Week 1 | *Explanation of course requirement and expectations including distribution of class rules and rubrics for long-term assignments, pre-assessments (SGO raw data), course software overview* |
| | | Week 2 | *Course Project Introduction with rubric* |
| | | Week 3 | *Basic Economic Concepts - Want and Needs* |
| | | Week 4 | *Quiz/ Business Math Unit One– use online resources* |

| Week 5 | *Federal Reserve System / Field Trip* |
|---|---|
| *Week 6* | *Economics Resources and Systems – Factors of Production* |
| *Week 7* | *Quiz / Business Math Unit Two – use online resources* |
| *Week 8* | *Economic Activity in a Changing World – Four Stages of the Business Cycle* |
| *Week 9* | *Quiz / Business Math Unit Three – use online resources* |
| *Week 11* | *Chapter Four – Business Ethics and Social Responsibility* |
| *Week 12* | *Thanksgiving Recess (Fall Semester)* |
| *Week 13* | *Chapter Four Quiz / Business Math Unit Four – use online resources* |
| *Week 14* | *CODE.Org – International Week of Computer Programming (Fall Semester)* |
| *Week 15* | *Common Sense.Org / Learning.com – Week of Digital Learning / Digital Footprint / Cyber Safety* |
| *Week 16* | *Project Presentations* |
| *Week 18* | *Owning and Operating a Business* |
| *Week 19* | *Owning and Operating a Business Quiz / Business Math* |
| *Week 20* | *Review and Final Assessment* |

| *Experiences* | Trip to the Federal Reserve Bank, NYC Financial District Walking Tour, Newark Financial District Tour. |
|---|---|

*D*

## Resources

- ☐ Reference and Resources: <u>Introduction to Business</u>, Brown and Clow, Glencoe.com, McGraw-Hill
- ☐ Center for Economic Education
- ☐ Learning.com
- ☐ SpellingCity.com
- ☐ Google.com Classroom
- ☐ www.econedlink.org
- ☐ https://www.federalreserveeducation.org/

*D- Indicates differentiation at the Lesson Level.*

| Suggested Time Frame: | 20 Weeks |
|---|---|