



# **Business Administration and Management**

## ***Course Description***

This is a five credit course that will introduce students to the background for a business administration and career opportunities. To meet the challenges of a global business environment, the student requires a high degree of professional competence in the technical aspects of management. This course will focus on providing students with an understanding of what is a business, how it operates as well as managing it in a global economy. It provides students with an understanding of business management functions, various management theories and the basic organization of a business. Importance is placed on learning about the areas of ownership, business organization, marketing, human resources, credit, finance and accounting and the impact of technology on all these areas. Students build a strong knowledge base and develop effective management skills and learn that successful managers are individuals who understand the benefits of teamwork and consensus building and are able to maximize the utilization of human resources. As leaders, they recognize the importance of technology and information management in the decision-making process and the value of ethics and social responsibility in building and maintaining business relationships. In addition, managers realize that the ability to recognize and respond to new business opportunities and changing economic conditions is critical to the overall success of a business both locally as well as in the global marketplace.

## **Business Administration and Management**

<b>Pacing Guide</b>		
<b>Unit</b>	<b>Topic</b>	<b>Suggested Timing</b>
Unit 1	Owning a Business (Entrepreneurship)	approx. 6 weeks
Unit 2	Organization and Management of a Business	approx. 10 weeks
Unit 3	Opportunities and Growth	approx. 10 weeks
Unit 4	Management of People	approx. 9 weeks

## Educational Technology Standards

8.1.12.A.1, 8.1.12.B.2, 8.1.12.C.1, 8.1.12.D.1, 8.1.12.E.1, 8.1.12.F.1

- **Technology Operations and Concepts**
  - Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
- **Creativity and Innovation**
  - Apply previous content knowledge by creating and piloting a digital learning game or tutorial.
- **Communication and Collaboration**
  - Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.
- **Digital Citizenship**
  - Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
- **Research and Information Literacy**
  - Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.
- **Critical Thinking, Problem Solving, Decision Making**
  - Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

## 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**

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 well-being, 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 Writing's; 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.

## Differentiated Instruction

### Strategies to Accommodate Students Based on Individual Needs

<u>Time/General</u>	<u>Processing</u>	<u>Comprehension</u>	<u>Recall</u>
<ul style="list-style-type: none"> <li>• Extra time for assigned tasks</li> <li>• Adjust length of assignment</li> <li>• Timeline with due dates for reports and projects</li> <li>• Communication system between home and school</li> <li>• Provide lecture notes/outline</li> </ul>	<ul style="list-style-type: none"> <li>• Extra Response time</li> <li>• Have students verbalize steps</li> <li>• Repeat, clarify or reword directions</li> <li>• Mini-breaks between tasks</li> <li>• Provide a warning for transitions</li> <li>• Reading partners</li> </ul>	<ul style="list-style-type: none"> <li>• Precise step-by-step directions</li> <li>• Short manageable tasks</li> <li>• Brief and concrete directions</li> <li>• Provide immediate feedback</li> <li>• Small group instruction</li> <li>• Emphasize multi-sensory learning</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher-made checklist</li> <li>• Use visual graphic organizers</li> <li>• Reference resources to promote independence</li> <li>• Visual and verbal reminders</li> <li>• Graphic organizers</li> </ul>
<u>Assistive Technology</u>	<u>Tests/Quizzes/Grading</u>	<u>Behavior/Attention</u>	<u>Organization</u>
<ul style="list-style-type: none"> <li>• Computer/whiteboard</li> <li>• Tape recorder</li> <li>• Spell-checker</li> <li>• Audio-taped books</li> </ul>	<ul style="list-style-type: none"> <li>• Extended time</li> <li>• Study guides</li> <li>• Shortened tests</li> <li>• Read directions aloud</li> </ul>	<ul style="list-style-type: none"> <li>• Consistent daily structured routine</li> <li>• Simple and clear classroom rules</li> <li>• Frequent feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Individual daily planner</li> <li>• Display a written agenda</li> <li>• Note-taking assistance</li> <li>• Color code materials</li> </ul>

## Enrichment

### **Strategies Used to Accommodate Based on Students Individual Needs:**

- Adaption of Material and Requirements
- Evaluate Vocabulary
- Elevated Text Complexity
- Additional Projects
- Independent Student Options
- Projects completed individual or with Partners
- Self Selection of Research
- Tiered/Multilevel Activities
- Learning Centers
- Individual Response Board
- Independent Book Studies
- Open-ended activities
- Community/Subject expert mentorships

## Assessments

### Suggested Formative/Summative Classroom Assessments

- Timelines, Maps, Charts, Graphic Organizers
- Teacher-created Unit Assessments, Chapter Assessments, Quizzes
- Teacher-created DBQs, Essays, Short Answer
- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share
- Projects, Portfolio, Presentations, Prezi, Gallery Walks
- Homework
- Concept Mapping
- Primary and Secondary Source analysis
- Photo, Video, Political Cartoon, Radio, Song Analysis
- Create an Original Song, Film, or Poem
- Glogster to make Electronic Posters
- Tumblr to create a Blog

## Interdisciplinary Connections

### English Language Arts

- Journal writing
- Close reading of industry-related content
- Create a brochure for a specific industry
- Keep a running word wall of industry vocabulary

### Social Studies

- Research the history of a given industry/profession
- Research prominent historical individuals in a given industry/profession
- Use historical references to solve problems

### World Language

- Translate industry-content
- Create a translated index of industry vocabulary
- Generate a translated list of words and phrases related to workplace safety

### Math

- Research industry salaries for a geographic area and juxtapose against local cost of living
- Go on a geometry scavenger hunt
- Track and track various data, such as industry's impact on the GDP, career opportunities or among of individuals currently occupying careers

### Fine & Performing Arts

- Create a poster recruiting young people to focus their studies on a specific career or industry
- Design a flag or logo to represent a given career field

### Science

- Research the environmental impact of a given career or industry
- Research latest developments in industry technology
- Investigate applicable-careers in STEM fields

## **New Jersey Student Learning Standards**

### **9.3– Career and Technical Education**

#### **BUSINESS MANAGEMENT AND ADMINISTRATION (BM)**

- 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.

#### **BUSINESS INFORMATION MANAGEMENT (BM-BIM)**

- 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.

#### **GENERAL MANAGEMENT (BM-MGT)**

- 9.3.12.BM-MGT.3 Apply economic concepts fundamental to global business operations.
- 9.3.12.BM-MGT.7 Plan, organize and manage an organization/department to achieve business goals.

#### **MARKETING (MK)**

- **9.3.MK.1 Describe the impact of economics, economics systems and entrepreneurship on marketing.**

#### **6.1 Economics**

- 6.1.12.C.5.A - Analyze the economic practices of various business organizations (i.e., corporations and monopolies) regarding the production and marketing of goods, and explain the positive or negative impact of these practices on the nation and on individuals.

## Common Career Technical Core Standards

### Business Management and Administration Career Cluster

- BM 1 - Utilize mathematical concepts, skills and problem solving to obtain necessary information for decision-making in business.
- BM 2 – Describe laws, rules and regulations as they apply to effective business operations.
- BM 5 - Implement systems, strategies and techniques used to manage information in a business.

#### **Business Information Management Career Pathway (BM-BIM)**

- BM-BIM 3 - Access, evaluate and disseminate information for business decision making.
- BM-BIM 5 - Plan, organize and manage an organization/department to achieve business goals.

## Common Core State Standards (CCSS)

### CCSS - English-Language Arts

#### Key Ideas and Details:

- CCSS.ELA-LITERACY.RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

#### Production and Distribution of Writing:

- CCSS.ELA-LITERACY.W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

#### Research to Build and Present Knowledge:

- CCSS.ELA-LITERACY.W.11-12.7 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.

#### Range of Writing:

- CCSS.ELA-LITERACY.W.11-12.10 Writing 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

## Common Core State Standards (CCSS)

### CCSS - Mathematics

Make inferences and justify conclusions from sample surveys, experiments, and observational studies:

- CCSS.MATH.CONTENT.HSS.IC.B.6 Evaluate reports based on data.

<b>Course:</b> Business Administration and Management <b>Unit: 2 Organization and Management of a Business</b> <b>Grade Level:</b> 9-12	<b>Unit Overview:</b> Students will learn about basic concepts for economics. The necessary steps in starting a business, start-up costs, components of an effective business plan and market research. This involves the organization and management of a business. Students will also learn about leadership skills and factors of good management.
<b>New Jersey Student Learning Standards (NJSLS):</b> 6.1.12.C.5.A, 9.3.12.BM-MGT.3, 9.3.MK.1, 9.3.12.BM-BIM.3, 9.3.12.BM-BIM.1, 9.3.12.BM-BIM.2, 9.3.12.BM.1, 9.3.12.BM.2, 9.3.12.BM-MGT.7	
<b>Common Career Technical Core (CCTC):</b> BM 5, BM-BIM 3, BM-BIM 5, BM 1, BM2	
<b>Common Core State Standards (CCSS):</b> W.11-12.7, RL.11-12.1, W.11-12.10, W.11-12.4, HSS.IC.B.6	

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
Different economic systems affect how an item is produced, how it is distributed, and the demand for the item. Market structure, including supply, demand, and price, must be considered when starting a business and these factors will affect the success of a business.	<ul style="list-style-type: none"> <li>• Describe the market and command economies?</li> <li>• Describe the supply and demand and equilibrium pricing and quantity?</li> <li>• What is a monopoly and how does one form?</li> <li>• Define fixed and variable costs, marginal benefit and</li> </ul>	<ul style="list-style-type: none"> <li>▪ Interpret graphs that represent market economies.</li> <li>▪ Interpret graphs for supply and demand, pricing and quantity.</li> <li>▪ Understanding the impact of monopolizing on the current market and how it affects companies.</li> </ul>	<p><b>Graphs</b>            Create graphs for market economies. Graphs can be used to represent supply and demand and compare pricing and quantity and its effect on supply/demand.</p> <p><b>Writing</b>            Research Microsoft accused of monopolizing market with Internet Explorer – Writing a</p>	<p><b>Excel Tutorials</b>  <a href="http://www.gcflearnfree.org/excel2010/">http://www.gcflearnfree.org/excel2010/</a></p> <p><b>Reading and Interpreting Graphs</b>  <a href="http://catalog.flatworldknowledge.com/bookhub/21?e=rittenberg-chappA_s01">http://catalog.flatworldknowledge.com/bookhub/21?e=rittenberg-chappA_s01</a></p> <p><b>Learning the Basics of Economics</b>  <a href="http://councilforeconed">http://councilforeconed</a></p>

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<p><b>NJSLS:</b> 6.1.12.C.5.A, 9.3.12.BM-MGT.3, 9.3.MK.1</p> <p><b>CCSS:</b> W.11-12.7, RL.11-12.1, W.11-12.10, W.11-12.4</p> <p><b>CCTC:</b> BM-MGT 3, BM 5,</p>	<p>marginal costs, and opportunity costs?</p> <ul style="list-style-type: none"> <li>How does the Government influence the market economy?</li> </ul>	<ul style="list-style-type: none"> <li>Provided with a budget sheet, students will identify fixed and variable cost for a business.</li> <li>Compare marginal benefits versus marginal costs.</li> <li>Explain how the government influences the market economy.</li> </ul>	<p>reaction paper.</p> <p><b>Excel</b> Create a budget sheet of your family's variable and fixed expenses.</p> <p><b>Excel</b> Graph marginal benefits versus marginal costs.</p> <p><b>Writing</b> Compare two articles about government changing interest, government spending and their effects on market economy.</p>	<p><a href="#">.org/resources/econedlink/</a></p> <p><b>Economic Lessons Plans on Fundamental Concepts</b> <a href="http://economics.mrdonn.org/lessonplans.html">http://economics.mrdonn.org/lessonplans.html</a></p> <p><b>Microsoft Monopoly</b> <a href="http://www.cbsnews.com/news/bill-gates-faces-microsoft-monopoly-lawsuit/">http://www.cbsnews.com/news/bill-gates-faces-microsoft-monopoly-lawsuit/</a></p> <p><b>Marginal Benefits versus Marginal Costs</b> <a href="https://www.youtube.com/watch?v=WQdbdPFwSo">https://www.youtube.com/watch?v=WQdbdPFwSo</a></p> <p><b>Federal Reserve Raises Interest Rates</b> <a href="https://www.washingtonpost.com/news/wonk/wp/2015/12/16/federal-reserve-likely-to-raise-">https://www.washingtonpost.com/news/wonk/wp/2015/12/16/federal-reserve-likely-to-raise-</a></p>

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				<a href="#"><u>interest-rates-for-first-time-in-nearly-a-decade/</u></a>
<p>Various ways to acquire a business and advantages/disadvantages to owning a business.</p> <p><b>NJSLS:</b> 9.3.12.BM-BIM.3, 9.3.12.BM-BIM.1 9.3.12.BM-BIM.2</p> <p><b>CCSS:</b> W.11-12.7, RL.11-12.1, W.11-12.10, W.11-12.4</p> <p><b>CCTC:</b> BM-BIM 3, BM-BIM 5</p>	<ul style="list-style-type: none"> <li>• What are the advantages and disadvantages to purchasing an existing business?</li> <li>• What are the steps to purchasing a business?</li> <li>• What are the advantages and disadvantages to starting a family business?</li> <li>• What are the advantages and disadvantages to starting a franchise?</li> <li>• What are the advantages and disadvantages to starting your own business?</li> <li>• Describe the various forms of business</li> </ul>	<ul style="list-style-type: none"> <li>• Make a decision on purchasing an existing business based on what is beneficial for them.</li> <li>• Understand how a business is purchased.</li>   <li>• Find possible concerns with the challenges of owning/sharing a business with family.</li>   <li>• Understanding specifics of franchise agreements.</li>   <li>• Responsibilities of starting up a business.</li> </ul>	<p><b><u>Venn Diagram</u></b> Compare and contrast advantages and disadvantages of purchasing existing business.</p> <p><b><u>Writing</u></b> Create an instructional brochure about purchasing a business.</p> <p><b><u>Writing</u></b> Brainstorm in groups obstacles for owning businesses with family. List those possible challenges.</p> <p><b><u>Writing</u></b> Compare several franchise agreements and summarize their</p>	<p><b><u>Advantages and Disadvantages to owning a business</u></b> <a href="http://smallbusiness.chron.com/advantages-disadvantages-owning-own-company-21125.html"><u>http://smallbusiness.chron.com/advantages-disadvantages-owning-own-company-21125.html</u></a></p> <p><b><u>Buying a Business</u></b> <a href="http://www.smallbusinessadvocate.com/small-business-article/the-ten-big-steps-to-buying-a-business-41"><u>http://www.smallbusinessadvocate.com/small-business-article/the-ten-big-steps-to-buying-a-business-41</u></a></p> <p><b><u>Managing a Family Business</u></b> <a href="http://www.cnbc.com/id/44520508"><u>http://www.cnbc.com/id/44520508</u></a></p> <p><b><u>Franchising</u></b></p>

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	<p>arrangements? (sole proprietorship, partnership, corporation, s-corporation)</p>	<ul style="list-style-type: none"> <li>Understand the different types of businesses and options as well as requirements when registering a business.</li> </ul>	<p>differences.</p> <p><b>Graphic Organizer</b>            Compare the different types of businesses (i.e. Proprietorship, partnership and corporation.) Who is each different and what are the benefits for each?</p>	<p><a href="http://www.franchising.com/howtofranchiseguide/">http://www.franchising.com/howtofranchiseguide/</a></p> <p><b>Different Business Structures</b>  <a href="https://www.entrepreneur.com/article/75118">https://www.entrepreneur.com/article/75118</a></p>
<p>Funding an Entrepreneurial Venture</p> <p><b>NJSLS:</b> 9.3.12.BM.1 9.3.12.BM.2</p> <p><b>CCSS:</b> W.11-12.7, RL.11-12.1, W.11-12.10, W.11-12.4, HSS.IC.B.6</p> <p><b>CCTC:</b> BM 1, BM2</p>	<ul style="list-style-type: none"> <li>How will I be able to finance my new business?</li> <li>When will I know that my business is making profit?</li> <li>How much money will I need to get established?</li> </ul>	<ul style="list-style-type: none"> <li>List the sources of funding for a new venture</li> <li>Compare and contrast debt and equity financing</li> <li>Identify start-up and operating costs for a new venture</li> <li>Create a projected income statement for a new venture</li> </ul>	<p><b>Expenses</b></p> <p>Students will need to research and list all expenses that will be associated with starting up their businesses. Read this quote:</p> <p><b>Imagine you and some friends have decided to start a clothing store that caters to consumers aged 17–25 who are interested in purchasing hip, yet</b></p>	<p><b>Start Up Costs</b>  <a href="https://www.entrepreneur.com/article/218131">https://www.entrepreneur.com/article/218131</a></p> <p><a href="https://www.sba.gov/blogs/how-estimate-cost-starting-business-scratch">https://www.sba.gov/blogs/how-estimate-cost-starting-business-scratch</a></p> <p><b>Projected Income Statement</b>  <a href="http://study.com/academ">http://study.com/academ</a></p>

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			<p><b>professional, attire. List all of the different costs you think you would have in order to give this venture a healthy start.</b></p> <p>Have student list all expenses associated with this venture. They can work in groups. Then have student define one time cost and which ones are monthly costs.</p> <p><b><u>Researching Start Up Costs</u></b></p> <p>Now the students can research the starting cost of their own business venture. They need to list one time and monthly expenses.</p> <p><b><u>Projected Income Statement</u></b></p> <p>Watch the video in the resources. There is an</p>	<p><a href="http://www.entrepreneur.com/lesson/projected-income-example-lesson-quiz.html">y/lesson/projected-income-example-lesson-quiz.html</a></p> <p><b>Finance Options</b>  <a href="http://smallbiztrends.com/2013/11/small-business-financing-options.html">http://smallbiztrends.com/2013/11/small-business-financing-options.html</a></p> <p><a href="https://www.entrepreneur.com/article/243397">https://www.entrepreneur.com/article/243397</a></p> <p>I would also bring someone in from a bank or credit union to speak to your students about the various options that banks can do.</p>

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			<p>example of an income statement and you can create one using Excel and there are available templates.</p> <p><b>Research Financing</b></p> <p>So by now the students should have an idea of how much their start-up costs will be. The question is now how are they going to finance and how much?</p>	
<p>Before you start a business, you need to understand where it will operate.</p> <p><b>NJSLS:</b> 9.3.21.BM-MGT.1, 9.3.12.BM-MGT.2</p> <p><b>CCSS:</b> W.11-12.7, RL.11-12.1, W.11-12.10,</p>	<ul style="list-style-type: none"> <li>• How do you choose a retail location?</li> <li>• How do you choose a non-retail location?</li> <li>• How do you obtain space for your business? (lease or buy)</li> <li>• How do you design a layout for your</li> </ul>	<ul style="list-style-type: none"> <li>• Understand location options from online to real storefronts and decide what is the best option for product/services they offer.</li> <li>• Learn to read and understand lease agreements.</li> </ul>	<p><b>Writing</b></p> <p>In continuing with their business concept, students will write about their location/store environment.</p> <p><b>Graphic Organizer</b></p> <p>Compare lease</p>	<p><b>Choosing a Location</b></p> <p><a href="https://www.entrepreneur.com/article/244866">https://www.entrepreneur.com/article/244866</a></p> <p><a href="https://www.sba.gov/starting-business/choose-your-business-location-equipment/tips-choosing-your-business-location">https://www.sba.gov/starting-business/choose-your-business-location-equipment/tips-choosing-your-business-location</a></p>

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<p>W.11-12.4</p> <p><b>CCTC:</b> BM 1, BM 2</p>	<p>business?</p> <ul style="list-style-type: none"> <li>How do you implement a purchasing plan for your business?</li> </ul>	<ul style="list-style-type: none"> <li>Design concept with regard to retail space. How do you want your store to look to customers?</li> <li>Understanding how inventory can impact on monthly expenditures.</li> </ul>	<p>agreements. Learn terminology and understand the risk and benefits.</p> <p><b>Presentation</b></p> <p>On graph paper (schematic drawing) student's layout their space using various shapes. Then they need to present this information to peers. I would suggest a peer review.</p> <p><b>Excel</b></p> <p>Students are given a budget for their company. They must financially plan their own purchasing plan. This includes requests, orders, receive and pay for goods and materials. make up your ordering system. They also must</p>	<p><b>Reading Lease Agreements</b>  <a href="http://www.nc-net.info/ESL/Caldwell/Year_2/Lesson_Plans/TermsOfLeasesAndRentalAgreements/termsofleases-rentalagreement-02.php">http://www.nc-net.info/ESL/Caldwell/Year_2/Lesson_Plans/TermsOfLeasesAndRentalAgreements/termsofleases-rentalagreement-02.php</a></p> <p><b>Designing Store Layout</b>  <a href="https://www.pinterest.com/explore/store-layout/">https://www.pinterest.com/explore/store-layout/</a>  <a href="http://fitsmallbusiness.com/planning-your-store-layout/">http://fitsmallbusiness.com/planning-your-store-layout/</a></p> <p><b>Purchasing Plan</b>  <a href="https://www.entrepreneur.com/article/79798">https://www.entrepreneur.com/article/79798</a></p>

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			design a purchase order and plan on how the suppliers will be filling out the purchase order.	
<p>Management is an important role in running businesses.</p> <p><b>NJSLS:</b> 9.3.12.BM.1 9.3.12.BM.2</p> <p><b>CCSS:</b> W.11-12.7, RL.11-12.1, W.11-12.10, W.11-12.4, HSS.IC.B.6</p> <p><b>CCTC:</b> BM 1, BM2</p>	<ul style="list-style-type: none"> <li>• Definition of management</li> <li>• Differences between effectiveness and efficiency related to objective attainment</li> <li>• Four traditional functions of management</li> <li>• Management skills and roles</li> <li>• Classical, humanistic, management science, systems theories and their impact on current management behavior</li> <li>• Definition of managerial ethics</li> <li>• Alternative approaches to making ethical</li> </ul>	<ul style="list-style-type: none"> <li>• Knowing how effective and efficiency management benefits the business.</li> <li>• Learning leadership skills and responsibilities in management.</li> <li>• Understanding the different types of management and how they impact dealing with employees.</li> <li>• Ethics is part of business. Decisions are made that benefit company, employees and customers. Understanding making ethic business decisions is crucial for</li> </ul>	<p><b>Management</b> Create a student driven project that will be a fundraiser. Six Flags has a business day with a project every year. Tell students they will be organizing the fundraiser for tickets/transportation to Six Flags. With this project form team leaders, there must be products to order and sell. Teach the student leadership skills and let them manage the project. Then before the trip work on the business/market project with the class.</p> <p><b>Decision Making</b> Give different current</p>	<p><b>Leadership</b> <a href="http://www.edutopia.org/blog/successful-school-leadership-social-emotional-learning-maurice-elias">http://www.edutopia.org/blog/successful-school-leadership-social-emotional-learning-maurice-elias</a></p> <p><b>Workplace Diversity</b> <a href="http://govinfo.library.unt.edu/npr/library/workforce-diversity.pdf">http://govinfo.library.unt.edu/npr/library/workforce-diversity.pdf</a></p> <p><b>Business Ethics</b> <a href="https://www.carnegiecouncil.org/education/002/businessethics">https://www.carnegiecouncil.org/education/002/businessethics</a></p> <p><b>Time Management</b> <a href="http://www.educationworld.com/a_lesson/lesson/lesson084.shtml">http://www.educationworld.com/a_lesson/lesson/lesson084.shtml</a></p>

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	<p>decisions</p> <ul style="list-style-type: none"> <li>• Forces driving diversity</li> <li>• Issues related to diversity (biases, governmental regulations, etc.)</li> <li>• Managing diversity: alternative approaches and issues</li> <li>• Diversity issues related to globalization</li> <li>• Time Management</li> </ul>	<p>personal growth.</p> <ul style="list-style-type: none"> <li>• Over time companies have looked for diversity within their organization, especially those working in a global market. Students will understand the necessity of diversity within a company and policies that need to be in place.</li> <li>• Time management increases productivity.</li> </ul>	<p>events that are related to ethics, have students work in group to make ethical decisions.</p> <p><u>Writing</u> Students will look at different corporation policies regarding diversity. They need to understand why diversity is necessary. Write a paper about important of diversity.</p> <p><u>Excel</u> Students will record their activity in any given day/week to see where they can be more productive. They will create a graph to represent their data.</p>	
<p>A well-planned compensation package, good working conditions,</p>	<ul style="list-style-type: none"> <li>• Describe how to identify your employee</li> </ul>	<ul style="list-style-type: none"> <li>• Identify employee requirements needed for a company.</li> </ul>	<p><b><u>Reading and Writing</u></b> Review job posting on line and pull out the</p>	<p><b><u>Job Postings</u></b>  <a href="http://www.monster.com">www.monster.com</a>  <a href="http://www.careerbuilder.com">www.careerbuilder.com</a></p>

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<p>and strong leadership will help create motivated and loyal employees.</p> <p><b>NJSLS:</b> 9.3.21.BM-MGT.1, 9.3.12.BM-MGT.2, 9.3.12.BM-MGT.7</p> <p><b>CCSS:</b> W.11-12.7, RL.11-12.1, W.11-12.10, W.11-12.4, HSS.IC.B.6</p> <p><b>CCTC:</b> BM 1, BM 2</p>	<p>requirements, writing job descriptions, and create an organizational structure?</p> <ul style="list-style-type: none"> <li>• Describe the various ways used to recruit employees?</li> <li>• Describe the hiring process?</li> <li>• What are the alternatives to adding staff?</li> <li>• Describe how wages and benefits are determined? What are the benefits available?</li> <li>• How do you lead, motivate and evaluate your employees?</li> <li>• Describe how promotion and termination policies are developed for your business?</li> </ul>	<ul style="list-style-type: none"> <li>• Define job descriptions and organizational charts.</li> <li>• Learn about “headhunters” and other recruitment methods for employees.</li> <li>• Identify how employees are hired, what kind of benefit packet can be offered from the company.</li> <li>• Describe the professional development that can be offered employees.</li> <li>• Identify items that should be included in an employee handbook with regard to human resource policies.</li> </ul>	<p>requirements that employees require. Then create a job description with appropriate title for that job.</p> <p><b>Writing</b> Summarize those items that are part of an employee handbook. They may also create handbook in Word.</p> <p><b>Presentation</b> Working in groups, establish ways that a company finds its employees and how they are hired.</p> <p><b>Research</b> Identify professional training based on employee’s title and job description.</p>	<p><a href="http://www.ziprecruiter.com">www.ziprecruiter.com</a></p> <p><b>Writing a Job Description</b> <a href="https://www.sba.gov/startup-business/hire-retain-employees/writing-effective-job-descriptions">https://www.sba.gov/startup-business/hire-retain-employees/writing-effective-job-descriptions</a></p> <p><b>Employee Handbook</b> <a href="https://www.nfib.com/documents/pdf/faststart/model-employee-handbook.pdf">https://www.nfib.com/documents/pdf/faststart/model-employee-handbook.pdf</a></p> <p><a href="https://www.sba.gov/startup-business/hire-retain-employees/employee-handbooks">https://www.sba.gov/startup-business/hire-retain-employees/employee-handbooks</a></p> <p><b>Recruiting Employees</b> <a href="http://www.forbes.com/forbes/welcome/">http://www.forbes.com/forbes/welcome/</a></p> <p><b>Professional Development Plan</b> <a href="https://www.recruiter.co">https://www.recruiter.co</a></p>

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				<a href="http://m/i/6-steps-to-create-a-professional-development-plan/">m/i/6-steps-to-create-a-professional-development-plan/</a>
<p>Entrepreneurs need to become familiar with the government regulations that affect their business. Thinking about ethical issues in advance will help to handle conflicts when they arise.</p> <p><b>NJSLS:</b> 9.3.12.BM.1 9.3.12.BM.2</p> <p><b>CCSS:</b> W.11-12.7, RL.11-12.1, W.11-12.10, W.11-12.4</p> <p><b>CCTC:</b> BM 1, BM 2</p>	<ul style="list-style-type: none"> <li>Describe Antitrust legislation and identify the government agencies used to protect competition?</li> <li>Describe the laws that exist to protect businesses and consumers? What are the regulations that protect employees?</li> <li>How would you seek legal advice or your business and hire a lawyer?</li> <li>Describe business ethics and a code of ethics?</li> <li>How do you establish high standards and an ethical workplace?</li> <li>What are your social</li> </ul>	<ul style="list-style-type: none"> <li>Identify Government agencies that protect competition</li> <li>Research laws that protect businesses and consumers.</li> <li>Learn how other companies are environmentally responsible.</li> </ul>	<p><b>Writing</b> Create a report about Antitrust legislation and how it protects competition and any laws related to protecting businesses and consumers.</p> <p><b>Graphic Organizer</b> Compare three company’s code of ethics and see how they are environmentally responsible.</p> <p><b>Writing:</b> Create a code of ethics for your company that involves employees, customers and environment</p>	<p><b>Antitrust Legislation</b>  <a href="https://www.ftc.gov/tips-advice/competition-guidance/guide-antitrust-laws">https://www.ftc.gov/tips-advice/competition-guidance/guide-antitrust-laws</a></p> <p><b>Code of Ethics</b>  <a href="http://www.starbucks.com/about-us/company-information/business-ethics-and-compliance">http://www.starbucks.com/about-us/company-information/business-ethics-and-compliance</a>  <a href="http://www.google.com">www.google.com</a> other companies</p> <p><b>Writing a code of Ethics</b>  <a href="http://www.ethicsweb.ca/codes/">http://www.ethicsweb.ca/codes/</a></p>

<b>Student Learning Objectives (SLOs)</b>	<b>Essential Questions</b>	<b>Skills &amp; Indicators</b>	<b>Sample Activities</b>	<b>Resources</b>
	responsibilities to customers, suppliers, creditors, investors, and your community? <ul style="list-style-type: none"> <li>• How can you accommodate your employees' family needs?</li> <li>• What are your environmental responsibilities?</li> </ul>			

## Unit 2 Vocabulary

Economic Systems  
 Market Structure  
 Supply and Demand  
 Price  
 Market and command economics  
 Equilibrium  
 Graphs  
 Market Economics  
 Monopoly  
 Fixed and Variable Costs  
 Marginal Benefit  
 Marginal Costs  
 Opportunity Costs  
 Retail/non retail  
 Lease agreement

Franchise  
 Sole Proprietor  
 Corporation  
 Diversity  
 Employee handbook  
 Ethics  
 Store layout  
 Purchasing plan  
 Inventory  
 Management  
 Classical, humanistic and science management theories  
 Time management  
 Job descriptions  
 Employee recruitment  
 Head hunter  
 Benefits  
 Promotion/termination

## Suggested Unit Projects

*Choose At Least One*

<p>Student design their storefront and layout using software or something like a shoebox where they can create a 3 D room that will be represent their space. Maybe speak to Art Department to see if students can do a project designing their store using a shoebox. This will also involve math skills for measurement/geometric shapes.</p>	<p>Interview a Human Resource person. Discover what their job entails and find out how they recruit staff for their business.</p>
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## Suggested Structured Learning Experiences

<p>Corporate office for UPS in Mahwah, NJ. Students should spend the day with Management team of various departments to learn about their jobs and infrastructure of UPS</p>	<p>Port Authority of NJ/NY located at Newark International Airport, Newark, NJ</p>
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