



# **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 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.

## 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.
- 9.3.12.BM. 4 Identify, demonstrate and implement solution in managing effective business customer relationships

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

- 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.
- 9.3.12.BM-MGT.8 Create strategic plans used to manage business growth, profit and goals.

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

- 9.3.MK.8 Obtain, develop, maintain and improve a product or service mix in response to market opportunities.
- 9.3.MK.9 Communicate information about products, services, images and/or ideas to achieve a desired outcome.

### **Marketing Management (MK-MGT)**

- 9.3.MG-MGT.4 Access, evaluate and disseminate information to aid in making marketing management decisions.
- 9.3.MK-MGT.5 Determine and adjust prices to maximize return and meet customer's perceptions of value.
- 9.3.MK-GMT.6 Obtain, develop, maintain and improve a product or service mix in response to market opportunities.
- 9.3.MK-MGT.7 Communicate information about products, services images and/or ideas.

## 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 4I – Identify, demonstrate and implement solutions in managing effective business customer relationships.

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

- BM-BIM 3 - Access, evaluate and disseminate information for business decision making.

#### **Marketing (MK)**

- MK.2 - Implement marketing research to obtain and evaluate information for the creation of a marketing plan.
- MK.8.1 - Obtain, develop, maintain and improve a product or service mix in response to market opportunities.  
Acquire a foundational knowledge of product/service management to understand its nature and scope.
- MK.9 - Communicate information about products, services, images and/or ideas to achieve a desired outcome.

## **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: 3 Opportunity and Growth</b> <b>Grade Level:</b> 9-12	<b>Unit Overview:</b> Planning and decision making for a business impacts its success. Students will need to understand how marketing increases businesses. Planning involves decision making. Businesses are faced with decision making on a daily basis. These decisions greatly affect the growth of that business. Decisions related to human resources, financial management as well as marketing and sales are some of the issues faced by businesses.
<b>New Jersey Student Learning Standards (NJSLS):</b> 9.3.12.BM-MGT.5, 9.3.MK.8, 9.3.MK.9, 9.3.MK-MGT.6, 9.3.MK-MGT.7, 9.3.MK-MGT.4, 9.3.12.BM-BIM.3, 9.3.12.BM.1, 9.3.12.BM.2, 9.3.12.BM.4	
<b>Common Career Technical Core (CCTC):</b> MK.8.1, MK.9, MK.2, BM2, BM-BIM3, BM 1, BM 4, BM 5	
<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
<p>Product planning is important for businesses and it can assist with increased market share.</p> <p><b>NJSLS:</b> 9.3.12.BM-MGT.8, 9.3.MK.8, 9.3.MK.9</p> <p><b>CCTC:</b> MK.8.1, MK.9</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>• What is product planning and what is involved?</li> <li>• How do I know where a product is in its life cycle?</li> <li>• What is branding and how will it impact my company?</li> </ul>	<ul style="list-style-type: none"> <li>• Explore various aspects of product planning</li> <li>• Identify a products life cycle.</li> <li>• Identify ways to manage the product mix</li> <li>• Distinguish products as goods or services and as consumer</li> </ul>	<p><b>What is a product?</b> Have students define what is a product? A product is everything that a customer receives in exchange. Example Television, Owner’s manual, warranty, remote control, family time, happiness, HDMI cable.</p> <p><b>Product Life Cycle:</b></p>	<p><b>What is a product?</b> <a href="https://www.boundless.com/marketing/textbooks/boundless-marketing-textbook/products-9/what-is-a-product-66/defining-product-331-7301/">https://www.boundless.com/marketing/textbooks/boundless-marketing-textbook/products-9/what-is-a-product-66/defining-product-331-7301/</a></p> <p><b>Extending a Product’s Life Cycle</b> <a href="http://businesscasestudi">http://businesscasestudi</a></p>

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W.11-12.4		<p>or B2B products.</p> <ul style="list-style-type: none"> <li>Discover the role of branding in building loyal customers and recognize multiple purposes for product packaging.</li> </ul>	<p>Have students go through the Kellogg's Case study that is reference to learn what is a product's life cycle and why it is important to manage the product mix. Then have them identify what other products/ services could they mix into their business.</p> <p><b>Branding</b> Design a logo, slogan or mascot that would represent your brand. You can even create a tag line. Teacher should provide examples of tag lines.</p>	<p><a href="http://es.co.uk/kelloggs/extending-the-product-life-cycle/#axzz2hQHdED1Z">es.co.uk/kelloggs/extending-the-product-life-cycle/#axzz2hQHdED1Z</a></p> <p><b>Branding</b> <a href="http://www.georgeacademics.com/LessonPlans/Marketing/lessonMarketing.htm">http://www.georgeacademics.com/LessonPlans/Marketing/lessonMarketing.htm</a></p>
<p>Ethical Responsibility in Marketing</p> <p><b>NJSLS:</b> 9.3.MK-MGT.4, 9.3.12.BM-BIM.3</p> <p><b>CCTC:</b> BM2, BM-BIM3</p>	<ul style="list-style-type: none"> <li>Why do companies need to display social responsibility to the environment?</li> <li>What are some unethical practices that consumer use?</li> <li>Why do you think</li> </ul>	<ul style="list-style-type: none"> <li>Explain the role of ethics and ethical decisions in business and the impact of ethics and technology.</li> <li>Analyze the present state of technical</li> </ul>	<p><b>Writing</b> Relate your personal moral philosophy with what you think the ethical philosophy of a company should be.</p> <p><b>Role Play</b></p>	<p><b>Social Responsibility</b> <a href="http://www.consumerpsychologist.com/intro_Social_Responsibility.html">http://www.consumerpsychologist.com/intro_Social_Responsibility.html</a></p> <p><b>Ethic Activities for</b></p>

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<p><b>CCSS:</b> W.11-12.7, RL.11-12.1, W.11-12.10, W.11-12.4</p>	<p>consumers engage in unethical behavior?</p>	<p>conduct in the US.</p> <ul style="list-style-type: none"> <li>Explain the social concepts of social responsibility.</li> </ul>	<p>Students can create an ethical dilemma and analyze their options in a role play situation.</p> <p><b>Shared Values Theory</b>            Students will learn the character traits and the values that they believe are important and on which they all agree. Students will create a common shared vocabulary that they will use throughout the year.</p>	<p><b>students</b>  <a href="http://ethicsed.org/activities">http://ethicsed.org/activities</a></p> <p><b>Role Playing Activities</b>  <a href="http://teacher.scholastic.com/scholasticnews/index/one_world/activities/gameset/index.asp">http://teacher.scholastic.com/scholasticnews/index/one_world/activities/gameset/index.asp</a></p>
<p>Understand and Analyze International Marketing</p> <p><b>NJSLS:</b> 9.3.MK-MGT.8, 9.3.MK.8, 9.3.M.K.9, 9.3.12.BM.BIM3, 9.3.MG.MGT.4</p> <p><b>CCTC:</b> MK.8.1, MK.9</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>What global marketing strategies can the business develop?</li> <li>How do social forces such as demographics and culture impact a marketing strategy?</li> <li>What role does government play in global marketing?</li> <li>What is the competition in the</li> </ul>	<ul style="list-style-type: none"> <li>Explain the concept of global marketing strategies.</li> <li>Identify global market segments.</li> <li>Determine the relationship between government and business in global marketing.</li> <li>Identifying your competition in the</li> </ul>	<p><b>Market Research</b>            Identify competition in your current market – your global market segments.</p> <p><b>Writing</b>            How does culture affect marketing? What difference will it make versus in US marketing?</p>	<p><b>SWOT</b>  <a href="https://www.mindtools.com/pages/article/newTMC_05.htm">https://www.mindtools.com/pages/article/newTMC_05.htm</a></p> <p><b>Government and Global Business</b>  <a href="http://www.dummies.com/how-to/content/managerial-economics-basics-of-the-governments-">http://www.dummies.com/how-to/content/managerial-economics-basics-of-the-governments-</a></p>

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W.11-12.4	global market?	global market. • Examine the roles of international trade organization.	<p><b>SWOT</b>                      Conduct a SWOT analysis for use in marketing planning process.</p>	<p><a href="#">rol.html</a></p> <p><b>Demographics and Marketing</b>  <a href="http://smallbusiness.chron.com/importance-demographics-marketing-25365.html">http://smallbusiness.chron.com/importance-demographics-marketing-25365.html</a></p> <p><b>Culture and Marketing</b>  <a href="http://www.marketingteacher.com/international-marketing-and-culture/">http://www.marketingteacher.com/international-marketing-and-culture/</a></p>
As the global marketplace continues to expand, entrepreneurs can take advantage of even more opportunities. To expand a business successfully an entrepreneur will need to control growth.  <b>NJSLS:</b> 9.3.12.BM.1 9.3.12.BM.2, 9.3.12.BM.5	<ul style="list-style-type: none"> <li>• How would you develop a strategic growth plan?</li> <li>• How do you choose and control a growth strategy?</li> <li>• Describe global trends and opportunities in import and export?</li> <li>• Describe how to penetrate the market and expand,</li> </ul>	<ul style="list-style-type: none"> <li>• Develop products to enter market.</li> <li>• Determine which products you need to target and promote.</li> <li>• Establish a growth strategy.</li> <li>• Identify global opportunities to enter the market.</li> <li>• Identify products life cycle.</li> <li>• Identify global</li> </ul>	<p><b>Marketing</b>                      Create sell sheets for your products.</p> <p><b>Graphic Organizer</b>                      Use a decision making model to establish which products will enter market and why?</p> <p><b>Writing</b>                      Create a help guide for</p>	<p><b>Growth Strategies for Business</b>  <a href="http://smallbusiness.chron.com/growth-strategies-business-4510.html">http://smallbusiness.chron.com/growth-strategies-business-4510.html</a></p> <p><b>Government on International Trade</b>  <a href="http://www.theusaonline.com/economy/world-economy.htm">http://www.theusaonline.com/economy/world-economy.htm</a></p>

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<p><b>CCTC:</b> BM 1, BM 2, BM 5</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>globally?</p> <ul style="list-style-type: none"> <li>• How do you diversify with new products and services?</li> <li>• What are the pros and cons to competing globally?</li> <li>• Analyze a global market and write an international business plan?</li> <li>• Describe the influence of government on international trade? (Quotas, tariffs, NAFTA, qualitative restrictions, etc.)</li> <li>• What is the importance of understanding culture when competing globally?</li> </ul>	<p>markets and other competitors.</p> <ul style="list-style-type: none"> <li>• Establish an international business plan.</li> <li>• Identify the impact of government on international trade.</li> <li>• Identify the social rules of other countries.</li> <li>•</li> </ul>	<p>international travel for business etiquette.</p>	<p><b>International Business Etiquette</b>  <a href="http://www.forbes.com/sites/susanadams/2012/06/15/business-etiquette-tips-for-international-travel/#5a71e8d16755">http://www.forbes.com/sites/susanadams/2012/06/15/business-etiquette-tips-for-international-travel/#5a71e8d16755</a></p>
<p>Successful entrepreneurs develop strategies to achieve all marketing goals.</p>	<ul style="list-style-type: none"> <li>• Describe how you would select a product to market?</li> <li>• Describe the</li> </ul>	<ul style="list-style-type: none"> <li>• Establishing criteria to determine what products make it to market.</li> </ul>	<p><b>Writing</b>  This is the first section of the marketing plan. It defines your company and its products or</p>	<p><b>Marketing Plan</b>  <a href="https://www.entrepreneur.com/article/43018">https://www.entrepreneur.com/article/43018</a></p>

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<p><b>NJSLS:</b> 9.3.MK-MGT.5, 9.3.MK-MGT.6, 9.3.MK-MGT.7</p> <p><b>CCTC:</b> MK.2, MK.8.1, MK.9</p> <p><b>CCSS:</b> W.11-12.7, RL.11-12.1, W.11-12.10, W.11-12.4</p>	<p>different methods available to distribute your product?</p> <ul style="list-style-type: none"> <li>• How do you establish product pricing?</li> <li>• What are the various methods used for advertising and how do you choose which one to use?</li> <li>• How do you publicize and promote your business?</li> <li>• How do you establish short and long-range goals for your business?</li> </ul>	<ul style="list-style-type: none"> <li>• Identify various distribution methods.</li> <li>• Define 4 “P” of marketing</li> <li>• Establish product pricing strategy.</li> <li>• Identify marketing strategies for the company.</li> <li>• Identify promotional strategies for your products/services.</li> </ul>	<p>services, then shows how the benefits you provide set you apart from your competition.</p> <p><b>Target Audience</b> Next section of your report is who is your target audience. Student can also create graphs to represent the data from the survey in an earlier activity.</p> <p><b>Writing</b> The next section of this report will include how the promotion of products or services will be done. Ultimately how are you going to reach your target market?</p> <p><b>Research</b> What is your marketing budget? How much will you need to spend to for promoting your product</p>	<p><b>Four P’s of Marketing</b> <a href="https://www.mindtools.com/pages/article/newSTR_94.htm">https://www.mindtools.com/pages/article/newSTR_94.htm</a></p> <p><b>Price Product Strategy</b> <a href="http://www.businessinsider.com/3-powerful-pricing-strategies-businesses-should-always-consider-2013-10">http://www.businessinsider.com/3-powerful-pricing-strategies-businesses-should-always-consider-2013-10</a></p> <p><a href="http://www.marketingmo.com/strategic-planning/how-to-develop-a-pricing-strategy/">http://www.marketingmo.com/strategic-planning/how-to-develop-a-pricing-strategy/</a></p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
			<p>or services?</p> <p>These are the major components of a marketing plan.</p>	
<p>All businesses require planning and a Business Plan is a document about your business.</p> <p><b>NJSLS:</b> 9.3.12.BM.1 9.3.12.BM.2, 9.3.12.BM.4</p> <p><b>CCTC:</b> BM 1, BM 2, BM 4</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>	<ul style="list-style-type: none"> <li>• What is the importance of a business plan?</li> <li>• What is a business Model Canvas?</li> <li>• What can a business plan do for our business and why are they important?</li> </ul>	<ul style="list-style-type: none"> <li>• Define the goals of and future plans for your company with a Business Plan.</li> <li>• Use a business model canvas as a decision making tool.</li> <li>• Explain the business plan and why it is used in business.</li> </ul>	<p><b>Writing</b> Create a business plan for your company.</p> <p><b>Graphic Organizer</b> Create an outline for your business plan using the following headings: Executive Summary Business Description and Vision Definition of the Market Description of the Products and Services Organization and Management Marketing and Sales Strategy Financial Management Conclusion</p> <p><b>Business Scenario</b> Students will choose to</p>	<p><b>Business Plan</b> <a href="https://www.entrepreneur.com/article/247574">https://www.entrepreneur.com/article/247574</a></p> <p><b>Importance of Writing a Business Plan</b> <a href="http://www.ehow.com/video_4978780_writing-business-plan.html">http://www.ehow.com/video_4978780_writing-business-plan.html</a></p> <p><b>7 Steps to Writing a Business Plan</b> <a href="http://www.aultec.org/docs/resource-library/2011/05/17/1---7-steps-to-writing-a-basic-business-plan.pdf">http://www.aultec.org/docs/resource-library/2011/05/17/1---7-steps-to-writing-a-basic-business-plan.pdf</a></p> <p><b>Business Model Canvas</b></p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
			expand their business. Working in groups use a business model canvas  <b>Graphic Organizer</b> Use Business Model Canvas to make decision about your business.	<a href="https://strategyzer.com/canvas">https://strategyzer.com/canvas</a>

### Unit 3 Vocabulary

Marketing Plan Target Market Market Research Competition Surveys Data Collection Business Plan Business Model Canvas Price, Product, Placement and Promotion	Distribution Strategic Growth Plan International Trade Product Life Cycle Import/Export International Business Plan Sell Sheets
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**Suggested Unit Projects**

*Choose At Least One*

Plan a promotional event for a school fundraiser. How will you market the event, establish profit and establish other criteria.

Organize a community service event such as a walk that benefits the community. Promote this event and increase the number of students participating.

**Suggested Structured Learning Experiences**

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

Port Authority of NJ/NY located at Newark International Airport, Newark, NJ