

TOWNSHIP OF UNION PUBLIC SCHOOLS



Business Management
June 2021

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Mission Statement

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

Course Description

Students will be able to describe the history and function of management and understand the importance of effective communication skills. They will learn how businesses define their mission and utilize strategic planning in order to accomplish goals and objectives for the business. They will practice and demonstrate how businesses utilize effective decision making and problem solving skills to accomplish goals and resolve issues. Students will learn how businesses uncover environmental factors that could affect them and how to prepare to be competitive. Various forms of organizational structures will be examined to evaluate how businesses operate efficiently. Comparing and contrasting the different management and leadership styles will also be discussed. Students will also assess financial and operational controls business managers utilize to ensure profitability. Evaluating and motivating employees in order to achieve the business mission and objectives will be examined as will the legal and social responsibilities that businesses encounter. Finally, students will get an understanding of how technology has transformed the workplace and identify the ways that businesses utilize the various forms of technology to remain competitive in a global economy.

Curriculum Units/Pacing Guide

Unit # / Title	Number of Days
Unit 1: Management/History	18
Unit 2: Communication	18
Unit 3: Planning & Decision Making	18
Unit 4: Strategic Planning	18
Unit 5: Global Management	18
Unit 6: Leadership Culture	18
Unit 7: Staying Legal & Ethical	18
Unit 8: Entrepreneurship	18
Unit 9: Systems Management	18
Unit 10: Mental Models	18

Unit Standards Overview

Overview	Unit Skills Focus	Content-Specific Practices (when applicable)
<p>Unit 1 Management/History</p>	<p>Define Management</p> <p>Identify and explain the levels of management</p> <p>Explain the management process.</p> <p>Understand the different perspectives of scientific management and the human relations movement.</p>	<ul style="list-style-type: none"> ● Annotations and close reading activities ● Classroom Discussions, Socratic seminars, and Debates ● Analysis of graphic organizers and notes ● Annotated Timelines ● Teacher and student led PowerPoint Presentations ● Class Trips to applicable historical sites/monuments ● Definitions of key terms and concepts ● Individual/Group Presentations ● Document Based Question analysis and essays ● Written responses to queries ● Summary and Analysis of Videos/Documents/Films

		<ul style="list-style-type: none"> ● Summary and analysis of guest speakers
<p>Suggested Resources <i>Provide links to specific resources/activities</i></p>	<p> https://www.aeseducation.com/ https://www.moneyinstructor.com/buscareer.asp https://www.knowledgematters.com/blog/high-school-busin-ess-teachers https://www.businessmanagementdaily.com https://www.thebalancecareers.com/best-sites-for-management-and-leadership-2275950 </p>	
<p>Unit 2 Communication</p>	<p> Define Communication. Explain why effective communication is an important management skill. Explain the significance of networking and social media in management communications. Understand why it's still possible to communicate poorly. Understand the challenges of communication in international business activities. </p>	

<p>Suggested Resources <i>Provide links to specific resources/activities</i></p>	<p>https://www.aeseeducation.com/ https://www.moneyinstructor.com/buscareer.asp https://www.knowledgematters.com/blog/high-school-business-teachers https://www.businessmanagementdaily.com https://www.thebalancecareers.com/best-sites-for-management-and-leadership-2275950</p>	
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<p>Unit 3 Planning & Decision Making</p>	<p>Define planning, and distinguish between formal and functional plans.</p> <p>Contrast strategic planning with operational planning.</p> <p>Understand different types of objectives.</p> <p>Explain how decision making differs from problem solving and compare and contrast rational and intuitive approaches to decision making.</p> <p>Explain the decision makers' environment and the conditions for making a decision.</p>	
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<p>Suggested Resources <i>Provide links to specific resources/activities</i></p>	<p>https://www.aeseducation.com/ https://www.moneyinstructor.com/buscareer.asp https://www.knowledgematters.com/blog/high-school-business-teachers https://www.businessmanagementdaily.com https://www.thebalancecareers.com/best-sites-for-management-and-leadership-2275950</p>	
<p>Unit 4 Strategic Planning</p>	<p>Define strategy, and explain its importance to organizational success.</p> <p>Explain the three levels of strategy that exist in an organization.</p> <p>Discuss the stages of the strategic management process.</p> <p>Define organizational mission, and explain how mission relates to long and short range objectives.</p> <p>Explain how strategic alternatives are identified and selected.</p>	

<p>Suggested Resources <i>Provide links to specific resources/activities</i></p>	<p>https://www.aeseducation.com/ https://www.moneyinstructor.com/buscareer.asp https://www.knowledgematters.com/blog/high-school-business-teachers https://www.businessmanagementdaily.com https://www.thebalancecareers.com/best-sites-for-management-and-leadership-2275950</p>	
<p>Unit 5 Global Management</p>	<p>Define global management. Compare and contrast importing and exporting. Explain the advantages and disadvantages of protectionism. Discuss the challenges of doing business globally.</p>	

<p>Suggested Resources <i>Provide links to specific resources/activities</i></p>	<p>https://www.aeducation.com/ https://www.moneyinstructor.com/buscareer.asp https://www.knowledgematters.com/blog/high-school-business-teachers https://www.businessmanagementdaily.com https://www.thebalancecareers.com/best-sites-for-management-and-leadership-2275950</p>	
<p>Unit 6 Leadership Culture</p>	<p>Define leadership, power, and authority.</p> <p>Discuss leadership as it relates to management.</p> <p>Explain leadership attitudes.</p> <p>Describe the differences between a Theory X and Theory Y manager.</p> <p>Explain the differences between transactional, transformational, and charismatic leadership styles.</p> <p>Identify strategies for effectively managing corporate culture.</p>	

<p>Suggested Resources <i>Provide links to specific resources/activities</i></p>	<p>https://www.aeseducation.com/ https://www.moneyinstructor.com/buscareer.asp https://www.knowledgematters.com/blog/high-school-business-teachers https://www.businessmanagementdaily.com https://www.thebalancecareers.com/best-sites-for-management-and-leadership-2275950</p>	
<p>Unit 7 Staying Legal & Ethical</p>	<p>Discuss the legal environment of business.</p> <p>Explain the appropriate legislation governing operational and employment practices in a business.</p> <p>Discuss an organization's code of ethics.</p> <p>Explain an ethical dilemma.</p> <p>Classify and measure an organization's social responsibility.</p> <p>Understand the steps involved in conducting a social audit.</p>	

<p>Suggested Resources <i>Provide links to specific resources/activities</i></p>	<p>https://www.aeseducation.com/ https://www.moneyinstructor.com/buscareer.asp https://www.knowledgematters.com/blog/high-school-business-teachers https://www.businessmanagementdaily.com https://www.thebalancecareers.com/best-sites-for-management-and-leadership-2275950</p>	
<p>Unit 8 Entrepreneurship</p>	<p>Understand the common characteristics of Entrepreneurs.</p> <p>Define the internal entrepreneur and external entrepreneur.</p> <p>Understand personal strength and weaknesses within the business in order to be able to hire complementary employees.</p> <p>Define line organization and project organization structures</p> <p>Think critically about which organizational structure would be best for their business and understand that this may change.</p> <p>Define a business pitch and what makes it effective.</p>	

<p>Suggested Resources <i>Provide links to specific resources/ activities</i></p>	<p>https://www.aeseducation.com/ https://www.moneyinstructor.com/buscareer.asp https://www.knowledgematters.com/blog/high-school-business-teachers https://www.businessmanagementdaily.com https://www.thebalancecareers.com/best-sites-for-management-and-leadership-2275950</p>	
<p>Unit 9 Systems Management</p>	<p>What does systems thinking do for organizations? From a strategic point of view what does systems thinking create? Define System. What do all systems have in common?</p>	

<p>Suggested Resources <i>Provide links to specific resources/activities</i></p>	<p>https://www.aeseducation.com/ https://www.moneyinstructor.com/buscareer.asp https://www.knowledgematters.com/blog/high-school-business-teachers https://www.businessmanagementdaily.com https://www.thebalancecareers.com/best-sites-for-management-and-leadership-2275950</p>	
<p>Unit 10 Mental Models</p>	<p>Define Metaphor. Examine how people perceive and interpret the world. Explore the different mental models. What are the implications of the different mental models in the business world? Why do mental models limit our organizations? What produces change within an organization? How to deal with difficult and threatening problems in our organization. The importance of paraphrasing in business. The importance of interpreting data within an organization.</p>	

<p>Suggested Resources Provide links to specific resources/activities</p>	<p>https://www.aeseducation.com/ https://www.moneyinstructor.com/buscareer.asp https://www.knowledgematters.com/blog/high-school-business-teachers https://www.businessmanagementdaily.com https://www.thebalancecareers.com/best-sites-for-management-and-leadership-2275950</p>	
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Curricular Units

Unit I: Management/History

Critical Knowledge & Skills (“Unpacked” Standards)	Content-Specific Practices	Standard Mastery Examples (The Student will be able to:)
<p>What is Management?</p> <p>What are the different levels of management?</p>	<p>Annotations and close reading activities</p> <p>Classroom Discussions and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Written responses to queries</p>	<p>Class discussion: Define management and identify the different levels of management.</p> <p>Group Project: Different levels of management. Present to class.</p>

<p>What is the management process?</p> <p>What are the different perspectives of scientific management and the human relations movement?</p>	<p>Summary and Analysis of Videos/Documentaries/Films</p> <p>Summary and analysis of guest speakers</p> <p>Annotations and close reading activities</p> <p>Classroom Discussions and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Written responses to queries</p> <p>Summary and Analysis of Videos/Documentaries/Films</p> <p>Summary and analysis of guest speakers</p>	<p>Class Discussion: Define the management process.</p> <p>Presentation: Identify the different perspectives of scientific management and the human relations movement.</p>
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Unit 1 Assessment Plan	
<p>Formative Assessment</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides,</p>	<p>Summative Assessment</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>Tests, Quizzes, Projects</p>

Unit 1 Suggested Modifications/Accommodations/Extension Activities		
<p>English Language Learners (ELL)</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>a. Read written instructions/Google translate</p> <p>b. Students may be provided with note organizers/study guides to reinforce key topics.</p> <p>c. Model and provide examples</p> <p>d. Extended time on assessments when needed.</p> <p>e. Establish a non-verbal cue to redirect students when not on task.</p>	<p>Special Education / 504</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>a. Students may be provided with note organizers / study guides to reinforce key topics.</p> <p>b. Extended time on assessments when needed.</p> <p>c. Preferred seating to be determined by student and teacher.</p> <p>d. Provide modified assessments when necessary.</p>	<p>Gifted and Talented</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>a. Use of Higher Level Questioning Techniques</p> <p>b. Extension/Challenge Questions</p> <p>c. Provide Assessments at a Higher Level of Thinking</p> <p>d. Enrichment Activities</p>

<p>Unit 1 Connections</p>

<p style="text-align: center;">NJSIS - Technology <i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the NJ Technology Standards</i></p> <p>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.</p> <p>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.</p> <p>8.1.12.A.3: Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.</p> <p>8.1.12.A.4: Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.</p> <p>8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.</p> <p>8.1.12.B.2: Apply previous content knowledge by creating and piloting a digital learning game or tutorial.</p> <p>8.1.12.C.1: 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.</p>	<p style="text-align: center;">Career Readiness Practices <i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the NJ Career Readiness Practices</i></p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>
<p style="text-align: center;">21st Century Skills <i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the 21st Century Life and Skills</i></p> <p>9.1 Personal Financial Literacy</p>	<p style="text-align: center;">Interdisciplinary Connections <i>When possible, provide links to specific E/L/A/ Math/ Sci/ SS standards as well as samples/ documents/ assignments/ etc. Refer to the NJ Student Learning Standards</i></p> <p>Content Workplace Readiness Skills/Standards as directed by the New Jersey Student Learning Standards are infused into the curriculum.</p>

<p>9.2 Career Awareness, Exploration, and Preparation</p> <p>9.3 Career and Technical Education</p> <p>9.4 Life Literacies & Key Skills</p>	<p>English: Written reports & projects</p>
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Unit 2: Communication

Critical Knowledge & Skills <small>("Unpacked" Standards)</small>	Content-Specific Practices <small>(when applicable)</small>	Standard Mastery Examples <small>When possible, provide links to specific samples/ documents/ assignments/ etc.</small>
<p>What are the five management functions?</p>	<p>Annotations and close reading activities</p> <p>Classroom Discussions and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Written responses to queries</p>	<p>Each student should find an example of each of the following communication styles: assertive, passive, aggressive and passive aggressive. The student may look for the examples in newspapers, magazines, on television, through the Internet, etc. Allow students to create a display or presentation describing the styles.</p>
<p>What is the management process?</p>		

<p>What are the roles and purposes of a manager or supervisor?</p>	<p>Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers</p>	<p>Pair students and designate one as A and the other as B. Together the two students find a subject on which they disagree with each other (e.g., a controversial issue). Student A makes a statement on the subject. Student B is responsible for paraphrasing the thought. Student B should only repeat what he or she heard from A, without adding his or her own opinion on the subject. Student B continues revising the statement until A is assured B understands the statement completely.</p> <p>Divide the students into groups of two or three. Instruct each group to create a model of the Shannon-Weaver Model of Communication using various related items, for example, toy automobiles and a race track. Each item chosen must represent a part of the communication model, such as the cars being the message and the race track being the communication channel, etc. Allow students to present their models to the class.</p>
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Unit 2 Assessment Plan		
<p>Formative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides,</p>	<p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p>	<p>Summative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>Tests, Quizzes, Projects</p>

Unit 2 Suggested Modifications/Accommodations/Extension Activities		
<p>English Language Learners (ELL) <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>a. Read written instructions b. Students may be provided with note organizers/ study guides to reinforce key topics. c. Model and provide examples</p>	<p>Special Education / 504 <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>a. Students may be provided with note organizers / study guides to reinforce key topics. b. Extended time on assessments when needed. c. Preferred seating to be determined by student and teacher.</p>	<p>Gifted and Talented <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>a. Use of Higher Level Questioning Techniques b. Extension/Challenge Questions c. Provide Assessments at a Higher Level of Thinking d. Enrichment Activities</p>

d. Extended time on assessments when needed.	d. Provide modified assessments when necessary.
Unit 2 Connections	
<p>NJSLS - Technology <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the NJ Technology Standards</p> <p>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.</p> <p>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.</p> <p>8.1.12.A.3: Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.</p> <p>8.1.12.A.4: Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.</p> <p>8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.</p> <p>8.1.12.B.2: Apply previous content knowledge by creating and piloting a digital learning game or tutorial.</p> <p>8.1.12.C.1: 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.</p>	<p>Career Readiness Practices <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the NJ Career Readiness Practices</p> <p>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.</p>
<p>21st Century Skills <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the 21st Century Life and Skills</p>	<p>Interdisciplinary Connections <i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/ etc.</i> Refer to the NJ Student Learning Standards</p>

<p>9.1 Personal Financial Literacy</p> <p>9.2 Career Awareness, Exploration, and Preparation</p> <p>9.3 Career and Technical Education</p> <p>9.4 Life Literacies & Key Skills</p>	<p>Content Workplace Readiness Skills/Standards as directed by the New Jersey Student Learning Standards are infused into the curriculum.</p> <p>English: Written reports & projects</p>
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Unit 3: Planning & Decision Making

Critical Knowledge & Skills <i>(“Unpacked” Standards)</i>	Content-Specific Practices	Standard Mastery Examples <i>(The Student will be able to:)</i>
<p>What is planning, and what is the difference between formal and functional plans?</p> <p>What is the difference between strategic planning with operational planning?</p>	<p>Annotations and close reading activities</p> <p>Classroom Discussions and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Teacher and student led PowerPoint Presentations</p>	<p>Class Discussion: Define planning, and distinguish between formal and functional plans.</p>

	<p>Definitions of key terms and concepts Individual/Group Presentations Written responses to queries Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers</p> <p>Annotations and close reading activities Classroom Discussions and Debates Analysis of graphic organizers and notes Teacher and student led PowerPoint Presentations</p> <p>Definitions of key terms and concepts Individual/Group Presentations Written responses to queries Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers</p>	<p>Venn Diagram: Contrast strategic planning with operational planning.</p> <p>Writing Assignment: Explain how decision making differs from problem solving and compare and contrast rational and intuitive approaches to decision making.</p>
How does decision making differ from problem solving?		
How do conditions factor into decision making?		

Unit 3 Assessment Plan	
<p>Formative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides,</p>	<p>Summative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>Tests, Quizzes, Projects</p>

Unit 3 Suggested Modifications/Accommodations/Extension Activities	
<p>English Language Learners (ELL) <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>a. Read written instructions/Google translate</p>	<p>Special Education / 504 <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>a. Students may be provided with note organizers / study guides to reinforce key topics.</p>
	<p>Gifted and Talented <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>a. Use of Higher Level Questioning Techniques b. Extension/Challenge Questions</p>

<p>b. Students may be provided with note organizers/ study guides to reinforce key topics. c. Model and provide examples d. Extended time on assessments when needed. e. Establish a non-verbal cue to redirect students when not on task.</p>	<p>b. Extended time on assessments when needed. c. Preferred seating to be determined by student and teacher. d. Provide modified assessments when necessary.</p>	<p>c. Provide Assessments at a Higher Level of Thinking d. Enrichment Activities</p>
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Unit 3 Connections		
NJSLs - Technology <i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the NJ Technology Standards</i>	Career Readiness Practices <i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the NJ Career Readiness Practices</i>	
<p>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.A.3: Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue. 8.1.12.A.4: Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results. 8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results. 8.1.12.B.2: Apply previous content knowledge by creating and piloting a digital learning game or tutorial. 8.1.12.C.1: 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.</p>	<p>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.</p>	

<p>21st Century Skills <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the <u>21st Century Life and Skills</u></p>	<p>Interdisciplinary Connectors <i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/ etc.</i> Refer to the <u>NJ Student Learning Standards</u></p>
<p>9.1 Personal Financial Literacy</p> <p>9.2 Career Awareness, Exploration, and Preparation</p> <p>9.3 Career and Technical Education</p> <p>9.4 Life Literacies & Key Skills</p>	<p>Content Workplace Readiness Skills/Standards as directed by the New Jersey Student Learning Standards are infused into the curriculum.</p> <p>English: Written reports & projects</p>

Unit 4: Strategic Planning

<p>Critical Knowledge & Skills ("Unpacked" Standards)</p>	<p>Content-Specific Practices</p>	<p>Standard Mastery Examples <i>(The Student will be able to:)</i></p>
<p>What is strategy, what is its role in organizational success?</p>	<p>Annotations and close reading activities Classroom Discussions and Debates Analysis of graphic organizers and notes</p>	<p>Class Discussion: Define strategy, and explain its importance to organizational success.</p>

<p>What are the three levels of strategy that exist in an organization?</p>	<p>Teacher and student led PowerPoint Presentations Definitions of key terms and concepts Individual/Group Presentations Written responses to queries Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers</p>	<p>Writing Assignment: Explain the three levels of strategy that exist in an organization.</p>
<p>What is organizational mission, and how does mission relate? to long and short range objectives. How are strategic alternatives identified and selected?</p>	<p>Annotations and close reading activities Classroom Discussions and Debates Analysis of graphic organizers and notes Teacher and student led PowerPoint Presentations Definitions of key terms and concepts Individual/Group Presentations Written responses to queries Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers</p>	<p>Class Discussion: Define organizational mission, and explain how mission relates to long and short range objectives. Presentation: Explain how strategic alternatives are identified and selected.</p>

Unit 4 Assessment Plan		
Formative Assessment	Summative Assessment	
<p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides,</p>	<p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>Tests, Quizzes, Projects</p>	

Unit 4 Suggested Modifications/Accommodations/Extension Activities		
<p>English Language Learners (ELL) <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p>	<p>Special Education / 504 <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p>	<p>Gifted and Talented <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p>

<p>a. Read written instructions/Google translate b. Students may be provided with note organizers/study guides to reinforce key topics. c. Model and provide examples d. Extended time on assessments when needed. e. Establish a non-verbal cue to redirect students when not on task.</p>	<p>a. Students may be provided with note organizers / study guides to reinforce key topics. b. Extended time on assessments when needed. c. Preferred seating to be determined by student and teacher. d. Provide modified assessments when necessary.</p>	<p>a. Use of Higher Level Questioning Techniques b. Extension/Challenge Questions c. Provide Assessments at a Higher Level of Thinking d. Enrichment Activities</p>
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Unit 4 Connections		
<p>NJSLS - Technology <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the NJ Technology Standards</p>	<p>Career Readiness Practices <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the NJ Career Readiness Practices</p>	
<p>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.</p> <p>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.</p> <p>8.1.12.A.3: Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.</p> <p>8.1.12.A.4: Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.</p> <p>8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.</p> <p>8.1.12.B.2: Apply previous content knowledge by creating and piloting a digital learning game or tutorial.</p> <p>8.1.12.C.1: 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.</p>	<p>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.</p>	

<p>21st Century Skills</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the 21st Century Life and Skills</i></p>	<p>Interdisciplinary Connections</p> <p><i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/ etc. Refer to the NJ Student Learning Standards</i></p>
<p>9.1 Personal Financial Literacy</p> <p>9.2 Career Awareness, Exploration, and Preparation</p> <p>9.3 Career and Technical Education</p> <p>9.4 Life Literacies & Key Skills</p>	<p>Content Workplace Readiness Skills/Standards as directed by the New Jersey Student Learning Standards are infused into the curriculum.</p> <p>English: Written reports & projects</p>

Unit 5: Global Management

<p>Critical Knowledge & Skills</p> <p><i>("Unpacked" Standards)</i></p>	<p>Content-Specific Practices</p>	<p>Standard Mastery Examples</p> <p><i>(The Student will be able to)</i></p>

<p>What is global management?</p> <p>What is importing and exporting? How are they similar and different?</p>	<p>Annotations and close reading activities Classroom Discussions and Debates Analysis of graphic organizers and notes Teacher and student led PowerPoint Presentations Definitions of key terms and concepts Individual/Group Presentations Written responses to queries Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers</p>	<p>Class Discussion: Define global management.</p> <p>Venn Diagram: Compare and contrast importing and exporting.</p>
<p>What are the advantages and disadvantages of protectionism?</p> <p>What are the challenges of doing business globally?</p>	<p>Annotations and close reading activities Classroom Discussions and Debates Analysis of graphic organizers and notes Teacher and student led PowerPoint Presentations Definitions of key terms and concepts Individual/Group Presentations Written responses to queries Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers</p>	<p>Pro/Con Chart: The advantages and disadvantages of protectionism.</p> <p>Writing assignment on the challenges of doing business globally.</p>

Unit 5 Assessment Plan	
<p>Formative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p>	<p>Summative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p>
<p>Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides,</p>	<p>Tests, Quizzes, Projects</p>

Unit 5 Suggested Modifications/Accommodations/Extension Activities		
English Language Learners (ELL)	Special Education / 504	Gifted and Talented
<p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <ol style="list-style-type: none"> Read written instructions/ Google translate Students may be provided with note organizers/ study guides to reinforce key topics. Model and provide examples Extended time on assessments when needed. Establish a non-verbal cue to redirect students when not on task. 	<p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <ol style="list-style-type: none"> Students may be provided with note organizers / study guides to reinforce key topics. Extended time on assessments when needed. Preferred seating to be determined by student and teacher. Provide modified assessments when necessary. 	<p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <ol style="list-style-type: none"> Use of Higher Level Questioning Techniques Extension/Challenge Questions Provide Assessments at a Higher Level of Thinking Enrichment Activities

Unit 5 Connections	
NJSLS - Technology	Career Readiness Practices
<p><i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the NJ Technology Standards</i></p> <p>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.</p> <p>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.</p> <p>8.1.12.A.3: Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.</p> <p>8.1.12.A.4: Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.</p> <p>8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.</p> <p>8.1.12.B.2: Apply previous content knowledge by creating and piloting a digital learning game or tutorial.</p>	<p><i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the NJ Career Readiness Practices</i></p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>

<p>8.1.1.2.C.1: 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.</p> <p><i>21st Century Skills</i> <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the <u>21st Century Life and Skills</u></p>	<p><i>Interdisciplinary Connections</i> <i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/ etc.</i> Refer to the NJ Student Learning Standards</p>
<p>9.1 Personal Financial Literacy</p> <p>9.2 Career Awareness, Exploration, and Preparation</p> <p>9.3 Career and Technical Education</p> <p>9.4 Life Literacies & Key Skills</p>	<p>Content Workplace Readiness Skills/Standards as directed by the New Jersey Student Learning Standards are infused into the curriculum.</p> <p>English: Written reports & projects</p>

Unit 6: Leadership Culture

Critical Knowledge & Skills (“Unpacked” Standards)	Content-Specific Practices	Standard Mastery Examples <i>(The Student will be able to)</i>
<p>What is leadership, power, and authority?</p> <p>What is leadership as it relates to management?</p>	<p>Annotations and close reading activities</p> <p>Classroom Discussions and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Written responses to queries</p> <p>Summary and Analysis of Videos/Documentaries/Films</p> <p>Summary and analysis of guest speakers</p>	<p>Class Discussion: Define leadership, power, and authority.</p> <p>Group Project: Explain leadership as it relates to management.</p> <p>Writing assignment: leadership attitudes.</p>
<p>What are the differences between a Theory X and Theory Y manager?</p> <p>What are the differences between transactional, transformational, and charismatic leadership styles?</p>	<p>Annotations and close reading activities</p> <p>Classroom Discussions and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Written responses to queries</p> <p>Summary and Analysis of Videos/Documentaries/Films</p> <p>Summary and analysis of guest speakers</p>	<p>Pro Con Chart: The differences between a Theory X and Theory Y manager.</p> <p>Class Discussion: Explain the differences between transactional, transformational, and charismatic leadership styles.</p> <p>Identify strategies for effectively managing corporate culture.</p>

Unit 6 Assessment Plan	
<p>Formative Assessment</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p>	<p>Summative Assessment</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p>

Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides,	Tests, Quizzes, Projects
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Unit 6 Suggested Modifications/Accommodations/Extension Activities		
English Language Learners (ELL) <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	Special Education / 504 <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	Gifted and Talented <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
a. Read written instructions/ Google translate b. Students may be provided with note organizers/ study guides to reinforce key topics. c. Model and provide examples d. Extended time on assessments when needed. e. Establish a non-verbal cue to redirect students when not on task.	a. Students may be provided with note organizers / study guides to reinforce key topics. b. Extended time on assessments when needed. c. Preferred seating to be determined by student and teacher. d. Provide modified assessments when necessary.	a. Use of Higher Level Questioning Techniques b. Extension/Challenge Questions c. Provide Assessments at a Higher Level of Thinking d. Enrichment Activities

Unit 6 Connections	
NJSLS - Technology <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the NJ Technology Standards	Career Readiness Practices <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the NJ Career Readiness Practices
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.A.3: Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue. 8.1.12.A.4: Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results. 8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.	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.

<p>8.1.12.B.2: Apply previous content knowledge by creating and plotting a digital learning game or tutorial.</p> <p>8.1.12.C.1: 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.</p>	
<p style="text-align: center;">21st Century Skills</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the <u>21st Century Life and Skills</u></i></p>	<p style="text-align: center;">Interdisciplinary Connections</p> <p><i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/ etc. Refer to the <u>NJ Student Learning Standards</u></i></p>
<p>9.1 Personal Financial Literacy</p> <p>9.2 Career Awareness, Exploration, and Preparation</p> <p>9.3 Career and Technical Education</p> <p>9.4 Life Literacies & Key Skills</p>	<p>Content Workplace Readiness Skills/Standards as directed by the New Jersey Student Learning Standards are infused into the curriculum.</p> <p>English: Written reports & projects</p>

Unit 7: Staying Legal & Ethical

Critical Knowledge & Skills (“Unpacked” Standards)	Content-Specific Practices	Standard Mastery Examples <i>(The Student will be able to:)</i>
<p>What is the appropriate legislation governing operational and employment practices in a business?</p> <p>What is an organization’s code of ethics?</p> <p>What are ethical dilemmas?</p>	<p>Annotations and close reading activities</p> <p>Classroom Discussions and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Written responses to queries</p> <p>Summary and Analysis of Videos/Documents/Films</p> <p>Summary and analysis of guest speakers</p>	<p>Class Discussion about the legal environment of business.</p> <p>Explain the appropriate legislation governing operational and employment practices in a business.</p> <p>Writing Assignment: Discuss an organization’s code of ethics. Include examples of ethical dilemmas.</p>
<p>What is an organization’s social responsibility?</p> <p>What are the steps involved in conducting a social audit?</p>	<p>Annotations and close reading activities</p> <p>Classroom Discussions and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Written responses to queries</p> <p>Summary and Analysis of Videos/Documents/Films</p> <p>Summary and analysis of guest speakers</p>	<p>Group Project: Classify and measure an organization’s social responsibility.</p> <p>Simulation: Go through the steps involved in conducting a social audit.</p>

Unit 7 Assessment Plan	
Formative Assessment	Summative Assessment
<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides,	Tests, Quizzes, Projects

Unit 7 Suggested Modifications/Accommodations/Extension Activities		
English Language Learners (ELL)	Special Education / 504	Gifted and Talented
<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
a. Read written instructions/ Google translate b. Students may be provided with note organizers/ study guides to reinforce key topics. c. Model and provide examples d. Extended time on assessments when needed. e. Establish a non-verbal cue to redirect students when not on task.	a. Students may be provided with note organizers / study guides to reinforce key topics. b. Extended time on assessments when needed. c. Preferred seating to be determined by student and teacher. d. Provide modified assessments when necessary.	a. Use of Higher Level Questioning Techniques b. Extension/Challenge Questions c. Provide Assessments at a Higher Level of Thinking d. Enrichment Activities

Unit 7 Connections		
NJSLS - Technology	Career Readiness Practices	
<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the NJ Technology Standards	<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the NJ Career Readiness Practices	
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.A.3: Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue. 8.1.12.A.4: Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results. 8.1.12.A.5: Create a report from a relational database consisting of	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.	

<p>at least two tables and describe the process, and explain the report results.</p> <p>8.1.12.B.2: Apply previous content knowledge by creating and piloting a digital learning game or tutorial.</p> <p>8.1.12.C.1: 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.</p>	
<p>21st Century Skills <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the <u>21st Century Life and Skills</u></p>	<p>Interdisciplinary Connections <i>When possible, provide links to specific ELA/ Math/ Sci/ SS standards as well as samples/ documents/ assignments/ etc.</i> Refer to the <u>NJ Student Learning Standards</u></p>
<p>9.1 Personal Financial Literacy</p> <p>9.2 Career Awareness, Exploration, and Preparation</p> <p>9.3 Career and Technical Education</p> <p>9.4 Life Literacies & Key Skills</p>	<p>Content Workplace Readiness Skills/Standards as directed by the New Jersey Student Learning Standards are infused into the curriculum.</p> <p>English: Written reports & projects</p>

Unit 8: Entrepreneurship

Critical Knowledge & Skills (“Unpacked” Standards)	Content-Specific Practices	Standard Mastery Examples <i>(The Student will be able to:)</i>
What are the common characteristics of Entrepreneurs?	Annotations and close reading activities Classroom Discussions and Debates Analysis of graphic organizers and notes Teacher and student led PowerPoint Presentations	Self-reflect on personal strengths Link personal characteristics with a potential future in entrepreneurship.
What is an internal entrepreneur and external entrepreneur?	Definitions of key terms and concepts Individual/Group Presentations Written responses to queries Summary and Analysis of Videos/Documents/Films Summary and analysis of guest speakers	Differentiate between business ideas and business opportunities Identify creative thinking techniques for generating ideas
What personal strengths and weaknesses are necessary within a business in order to be able to hire complementary employees?	Annotations and close reading activities Classroom Discussions and Debates Analysis of graphic organizers and notes Teacher and student led PowerPoint Presentations	Class Discussion: Define line organization and project organization structures.
What is an organizational structure and why might it change over time? What is a business pitch and what makes it effective?	Definitions of key terms and concepts Individual/Group Presentations Written responses to queries Summary and Analysis of Videos/Documents/Films Summary and analysis of guest speakers	Simulation: Develop an organizational structure for your business. Define business pitch and what makes it effective. Identify the four parts of a business pitch.

Unit 8 Assessment Plan	
Formative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	Summative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides,	Tests, Quizzes, Projects

Unit 8 Suggested Modifications/Accommodations/Extension Activities		
English Language Learners (ELL) <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	Special Education / 504 <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	Gifted and Talented <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
<ul style="list-style-type: none"> a. Read written instructions / Google translate b. Students may be provided with note organizers/study guides to reinforce key topics. c. Model and provide examples d. Extended time on assessments when needed. e. Establish a non-verbal cue to redirect students when not on task. 	<ul style="list-style-type: none"> a. Students may be provided with note organizers / study guides to reinforce key topics. b. Extended time on assessments when needed. c. Preferred seating to be determined by student and teacher. d. Provide modified assessments when necessary. 	<ul style="list-style-type: none"> a. Use of Higher Level Questioning Techniques b. Extension/Challenge Questions c. Provide Assessments at a Higher Level of Thinking d. Enrichment Activities

Unit 8 Connections	
NJSLS - Technology <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the NJ Technology Standards	Career Readiness Practices <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the NJ Career Readiness Practices
<p>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.</p> <p>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.</p> <p>8.1.12.A.3: Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.</p> <p>8.1.12.A.4: Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and</p>	<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global</p>

<p>use mathematical or logical functions, charts and data from all worksheets to convey the results.</p> <p>8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.</p> <p>8.1.12.B.2: Apply previous content knowledge by creating and piloting a digital learning game or tutorial.</p> <p>8.1.12.C.1: 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.</p>	<p>competence.</p>
<p style="text-align: center;">21st Century Skills</p> <p style="text-align: center;"><i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the 21st Century Life and Skills</i></p>	<p style="text-align: center;">Interdisciplinary Connections</p> <p style="text-align: center;"><i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/ etc. Refer to the NJ Student Learning Standards</i></p>
<p>9.1 Personal Financial Literacy</p> <p>9.2 Career Awareness, Exploration, and Preparation</p> <p>9.3 Career and Technical Education</p> <p>9.4 Life Literacies & Key Skills</p>	<p>Content Workplace Readiness Skills/Standards as directed by the New Jersey Student Learning Standards are infused into the curriculum.</p> <p>English: Written reports & projects</p>

Unit 9: Systems Management

Critical Knowledge & Skills (“Unpacked” Standards)	Content-Specific Practices	Standard Mastery Examples (The Student will be able to:)
<p>What does systems thinking do for organizations?</p> <p>From a strategic point of view what does systems thinking create?</p> <p>What do all systems have in common?</p>	<p>Annotations and close reading activities</p> <p>Classroom Discussions and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Written responses to queries</p> <p>Summary and Analysis of Videos/Documentaries/Films</p> <p>Summary and analysis of guest speakers</p>	<p>Class discussion: Define system and identify what systems thinking does for organizations.</p> <p>Writing Assignment: Identify what systems thinking creates.</p>

Unit 9 Assessment Plan	
<p>Formative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides,</p>	<p>Summative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>Tests, Quizzes, Projects</p>

Unit 9 Suggested Modifications/Accommodations/Extension Activities		
<p>English Language Learners (ELL) <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>a. Read written instructions/ Google translate b. Students may be provided with note organizers/ study guides to reinforce key topics.</p>	<p>Special Education / 504 <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>a. Students may be provided with note organizers / study guides to reinforce key topics. b. Extended time on assessments when needed.</p>	<p>Gifted and Talented <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>a. Use of Higher Level Questioning Techniques b. Extension/Challenge Questions c. Provide Assessments at a Higher Level of Thinking</p>

<p>c. Model and provide examples d. Extended time on assessments when needed. e. Establish a non-verbal cue to redirect students when not on task.</p>	<p>c. Preferred seating to be determined by student and teacher. d. Provide modified assessments when necessary.</p>	<p>d. Enrichment Activities</p>
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Unit 9 Connections		
<p>NJSIS - Technology <i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the NJ Technology Standards</i></p>	<p>Career Readiness Practices <i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the NJ Career Readiness Practices</i></p>	
<p>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.A.3: Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue. 8.1.12.A.4: Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results. 8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results. 8.1.12.B.2: Apply previous content knowledge by creating and piloting a digital learning game or tutorial. 8.1.12.C.1: 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.</p>	<p>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.</p>	<p>21st Century Skills <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>Interdisciplinary Connections</p>

Refer to the 21st Century Life and Skills	When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/ etc. Refer to the NJ Student Learning Standards
<p>9.1 Personal Financial Literacy</p> <p>9.2 Career Awareness, Exploration, and Preparation</p> <p>9.3 Career and Technical Education</p> <p>9.4 Life Literacies & Key Skills</p>	<p>Content Workplace Readiness Skills/Standards as directed by the New Jersey Student Learning Standards are infused into the curriculum.</p> <p>English: Written reports & projects</p>

Unit 10: Mental Models

Critical Knowledge & Skills ("Unpacked" Standards)	Content-Specific Practices	Standard Mastery Examples (The Student will be able to)
<p>How do people perceive and interpret the world?</p> <p>What are the implications of the different mental models in the business world?</p>	<p>Classroom Discussions and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Summary and Analysis of Videos/Documents/Films</p> <p>Summary and analysis of guest speakers</p>	<p>Explore the different mental models.</p> <p>Writing Assignment: Explain the importance of paraphrasing in business.</p> <p>Presentation: Explain the importance of interpreting data within an organization.</p>
<p>Why do mental models limit our organizations?</p>	<p>Classroom Discussions and Debates</p> <p>Analysis of graphic organizers and notes</p>	<p>Writing assignment: Explain how mental models limit our organizations.</p>

<p>What produces change within an organization?</p> <p>How must a business deal with difficult and threatening problems in an organization?</p>	<p>Teacher and student led PowerPoint Presentations</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Written responses to queries</p> <p>Summary and Analysis of Videos/Documents/Films</p> <p>Summary and analysis of guest speakers</p>	<p>Group Discussion Topic: How must a business deal with difficult problems.</p>
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Unit 10 Assessment Plan		
<p>Formative Assessment</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides,</p>		<p>Summative Assessment</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>Tests, Quizzes, Projects</p>

Unit 10 Suggested Modifications/Accommodations/Extension Activities		
<p>English Language Learners (ELL)</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>a. Read written instructions/Google translate</p> <p>b. Students may be provided with note organizers/study guides to reinforce key topics.</p> <p>c. Model and provide examples</p> <p>d. Extended time on assessments when needed.</p> <p>e. Establish a non-verbal cue to redirect students when not on task.</p>	<p>Special Education / 504</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>a. Students may be provided with note organizers / study guides to reinforce key topics.</p> <p>b. Extended time on assessments when needed.</p> <p>c. Preferred seating to be determined by student and teacher.</p> <p>d. Provide modified assessments when necessary.</p>	<p>Gifted and Talented</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>a. Use of Higher Level Questioning Techniques</p> <p>b. Extension/Challenge Questions</p> <p>c. Provide Assessments at a Higher Level of Thinking</p> <p>d. Enrichment Activities</p>

Unit 10 Connections		
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<p>professionals in that related area for review.</p> <p>8.1.12.A.3: Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.</p> <p>8.1.12.A.4: Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.</p> <p>8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.</p> <p>8.1.12.B.2: Apply previous content knowledge by creating and piloting a digital learning game or tutorial.</p> <p>8.1.12.C.1: 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.</p>	<p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>
<p style="text-align: center;">21st Century Skills</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p style="text-align: center;">Refer to the 21st Century Life and Skills</p>	<p style="text-align: center;">Interdisciplinary Connections</p> <p><i>When possible, provide links to specific ELA/ Math/ Sci/ SS standards as well as samples/ documents/ assignments/ etc.</i></p> <p style="text-align: center;">Refer to the NJ Student Learning Standards</p>
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