

# Unit 1: Purpose & Function of a Business

Content Area: **Applied Tech**  
Course(s): **Generic Course, WOOD I**  
Time Period: **Marking Period 1**  
Length: **weeks**  
Status: **Published**

## **Transfer Goals and Career Ready Practices**

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Students will comprehend the core concepts revolving around what a business represents and why it exists/functions.

## **Business Standards**

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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.3	Explore, develop and apply strategies for ensuring a successful business career.
9.3.12.BM.4	Identify, demonstrate and implement solutions in managing effective business customer relationships.
9.3.12.BM.5	Implement systems, strategies and techniques used to manage information in a business.
9.3.12.BM.6	Implement, monitor and evaluate business processes to ensure efficiency and quality results.
9.3.12.BM-ADM.2	Access, evaluate and disseminate information for business decision making.
9.3.12.BM-ADM.3	Plan, monitor and manage day-to-day business activities.
9.3.12.BM-BIM.4	Plan, monitor and manage day-to-day business activities to sustain continued business functioning.
9.3.12.BM-MGT.8	Create strategic plans used to manage business growth, profit and goals.
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TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

## **Concepts**

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Revenue

Profit

Loss

Expenses

Operations

Consumer Behavior Patterns

Quality VS Quantity

Price Points

Goods

Services

Needs

Wants

Decision Making

### **Essential Questions**

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What are the core concepts revolving around what a business represents and why it exists/functions?

What are some Business Basics concerning operation and turning a profit?

### **Understandings**

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Students will understand why businesses exist and how they operate efficiently with the goal earning profits.

### **Assessment and Resources**

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WDSB Approved Textbook - Business Essentials - 2019 12th Edition - Ebert & Griffin (Pearson)

Accompanying Resource: "My Lab" Activities, via [www.Pearson.com/MyLab/Intro-To-Business](http://www.Pearson.com/MyLab/Intro-To-Business)

## **School Formative Assessment Plan (Other Evidence)**

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"My Lab" Textbook Enrichment Activities & Cases

Local & Global Issues Analysis

Checkpoint Questions

"Think About It" Textbook Challenges, encouraging higher level thinking

Do Now(s)

Professionalism

Chapter Quizzes & Reviews

Chapter Tests

Theme/Unit/Concept Projects

## **School Summative Assessment Plan**

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Unit Test (Multiple choice, short answer, essay reflection)

"My Lab" CheckPoint Quiz Sections

## **Primary Resources**

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## **Supplementary Resources**

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Instructor Created Enrichment Activities and Projects

Microsoft Office (Excel, Outlook, Power Point)

## **Technology Integration and Differentiated Instruction**

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Quizzes & Tests VS Alternative Assessments via Google Apps for Education & Microsoft Office (Excel, Outlook, Power Point)

## **Technology Integration**

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### **● Google Products**

- Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
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### **● One to One Student's laptop**

- All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.

### **● Additional Support Videos**

The videos below are just examples of videos that can be used to support each of the Lessons within this Topic. There are more additional videos provided for each and can be assigned from the Pearson enVisions 2.0 online textbook from the teachers' login.

## **Differentiated Instruction**

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Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses.

### **English Language Learners (N.J.A.C.6A:15)**

Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.

All assignments have been created in the student's native language.

Work with ELL Teacher to allow for all assignments to be completed with extra time.

### **At-Risk Students (N.J.A.C.6A:8-4.3c)**

Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.

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## **Interdisciplinary Connections**

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**MATH** - Financial Calculations - Constant Profit/Loss Analysis

**SCIENCE** - How Global Events (Weather, Climate Change, Shipping Routes) Affect Business

**SOCIAL STUDIES** - How Global Events (Exchange Rates, Markets, Trade Sanctions/Abilities) Affect Business

**WORLD LANGUAGES** - How Language Barriers and Global Currencies Affect Business

**VISUAL/PERFORMING ARTS** - Analyzing Market Schemes as they Appeal to Varying Cultures/Audiences, both Visually and Audibly

**APPLIED TECHNOLOGY** - Digital Project Creations Throughout the Semester

**BUSINESS EDUCATION** - Introduction to Business Basics Throughout the Semester, Leading into more Advanced WDHS Business Ed. Offerings

**GLOBAL AWARENESS** - How Worldwide Events, Cultures, Laws, Governments Affect Local and Global Business Operations

## **Learning Plan / Pacing Guide**

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Overview of Course & Business 101 Pre-Test

Functions & Operations Notes

Operational Expenses Activity

Revenue & Profit VS Losses Exploration Activity

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Goods & Service Notes

Goods VS Services Internet Research Activity

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SWOT & Decision Making Notes

SWOT Group (digital) Activity

SWOT Project

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Unit Review Activity

Unit Test

# Unit 2: Types of Business Ownership & Structure

Content Area: **Applied Tech**  
Course(s): **Generic Course, WOOD I**  
Time Period: **Marking Period 1**  
Length: **weeks**  
Status: **Published**

## Standards

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### Business Standards

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- WRK.9.2.12.CAP.21 Explain low-cost and low-risk ways to start a business.
- WRK.9.2.12.CAP.22 Compare risk and reward potential and use the comparison to decide whether starting a business is feasible.
- WRK.9.2.12.CAP.23 Identify different ways to obtain capital for starting a business.

### Transfer Goals and Career Ready Practices

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Students will comprehend the 4 types of business structures within the US (Sole Prop., Part., Corp, Franch.)



## **Concepts**

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Sole Proprietorship

Partnership

Corporation

Franchise

Liability

Ownership Responsibility

Legal Set-Up

Business Location

Operational Freedom/Decision Making

Start-Up Capital

## **Essential Questions**

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What are the key differences among these 4 business structures below?

Sole Proprietorship

Partnership

Corporation

Franchise

## **Understandings**

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Students will understand the in-depth operational differences and legal guidelines surrounding the 4 major types of business structures within the US

## **Assessment and Resources**

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### **School Formative Assessment Plan (Other Evidence)**

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Do Now(s)

Professionalism

Chapter Quizzes & Reviews

Chapter Tests

Theme/Unit/Concept Projects

### **School Summative Assessment Plan**

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Unit Test (Multiple choice, short answer, essay reflection)

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## **Supplementary Resources**

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## **Technology Integration and Differentiated Instruction**

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## **Interdisciplinary Connections**

---

**MATH** - Financial Calculations - Constant Profit/Loss Analysis

**SCIENCE** - How Global Events (Weather, Climate Change, Shipping Routes) Affect Business

**SOCIAL STUDIES** - How Global Events (Exchange Rates, Markets, Trade Sanctions/Abilities) Affect Business

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## **Learning Plan / Pacing Guide**

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Sole Props & Partnerships - Notes

Sole Props & Partnerships - Activities and Case Breakdowns

Shark Tank Pitch Analysis - Assess Risk and Identify Growth Potential for Sole Props & Partnerships

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Review Sole Props via "My Lab" textbook activity

A Look @ Local Sole Props - Research Task/Activity

Open My Own Business - A Brief Look into Entrepreneurship (if You Had the Start-Up Capital) - Task/Activity

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Corporations & Franchises - Notes

Corporations & Franchises - Activities and Case Breakdown

Franchise Concentration - Examining Dunkin Donuts (cooperative breakdown)

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Review Corps./Franchises via "My Lab" textbook activity

Open the Franchise of Your Choosing - Research Project

Unit Test (possible in 2020. Depends on time-line via Hybrid/Remote Learning. If there is a test, it will be multiple choice likely, as the tasks/projects in this 4 week unit will be concentrated om Sole Props & Parts. VS Corps. and Franchises. This unit contains some elevated content, but essential for understanding structure and operations style, before moving into Unit 3's material. Instructor will evaluate progress throughout this unit and decide if a formal test is needed after the above formal assessments detailed above in weeks 1-4 have been completed)

# Unit 3: The Business Environment & Economic Systems

Content Area: **Applied Tech**  
Course(s): **Generic Course, WOOD I**  
Time Period: **Marking Period 2**  
Length: **weeks**  
Status: **Published**

## Standards

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### Business Standards

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- 9.3.12.BM-ADM.2 Access, evaluate and disseminate information for business decision making.
- 9.3.12.BM-BIM.4 Plan, monitor and manage day-to-day business activities to sustain continued business functioning.
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- WRK.9.2.12.CAP.21 Explain low-cost and low-risk ways to start a business.
- WRK.9.2.12.CAP.22 Compare risk and reward potential and use the comparison to decide whether starting a business is feasible.
- WRK.9.2.12.CAP.23 Identify different ways to obtain capital for starting a business.

### Transfer Goals and Career Ready Practices

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Students will comprehend the significant differences among varying formats of existing economic systems in the world, while focusing on the US Economy.

## **Concepts**

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Technology Environment

Political-Legal Environment

Sociocultural Environment

Economic Environment

Factors of Production

Labor

Entrepreneurs

Physical VS Information Resources

Economic Systems: Planned, Market, Mixed,

Supply & Demand

- Laws Of

- Curves of Each

- Surplus

- Deficit / Shortage

Degrees of Competition

Economic Growth

Inflation VS Deflation

National Debt

Recession

Depression

## **Essential Questions**

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What are the environments that affect trade and production in the US Economy?



What are the laws of supply & demand, and how are small business and corporate businesses each affected?

### **Understandings**

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Students will understand the ripple effect of US Economics and how powerful the laws of Supply & Demand truly are, as students explore how markets can inflate/deflate in response to (or leading up to) a potential recession or depression period VS periods of economic growth.

### **Assessment and Resources**

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### **School Formative Assessment Plan (Other Evidence)**

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"My Lab" Textbook Enrichment Activities & Cases

Local & Global Issues Analysis

Checkpoint Questions

"Think About It" Textbook Challenges, encouraging higher level thinking

Do Now(s)

Professionalism

Chapter Quizzes & Reviews

Chapter Tests

Theme/Unit/Concept Projects

### **School Summative Assessment Plan**

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Unit Test (Multiple choice, short answer, essay reflection)

"My Lab" CheckPoint Quiz Sections

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### **Supplementary Resources**

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### **Technology Integration and Differentiated Instruction**

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## **Differentiated Instruction**

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## **Interdisciplinary Connections**

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## **Learning Plan / Pacing Guide**

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*\*\*\* Written in August 2020, with a Hybrid/Remote Model in Mind. Can/Will be Expanded Upon in Summer 2021 to Reflect Traditional 5-Day IN-PERSON Model \*\*\**

### **Week 1:**

Economic Environments & Systems Notes

Compare/Contrast the Detailed Environments - Venn Diagram Digital Activity to visually depict types of economic systems

## **Week 2:**

Continue Compare/Contrast the Detailed Environments - Venn Diagram Digital Activity

"My Lab" Activity - Comparing global economies

## **Week 3:**

Supply & Demand Notes (to include deflation, inflation, recession, depression, growth)

Collective activity depicting Supply & Demand curves with popular 2020 products and situations (Lysol, toilet paper in April 2020, Gym equipment/weights, Wifi, etc.)

Independent research comparing the Supply & Demand curves of a product of the students' choosing. (May consider partners, digitally)

## **Week 4:**

Continue, perhaps present briefly, the research projects (the Supply & Demand charts primarily)

Unit Review Activity - Kahoot

Unit Test

# Unit 4: Ethics & Social Responsibility

Content Area: **Applied Tech**  
Course(s): **Generic Course, WOOD I**  
Time Period: **Marking Period 2**  
Length: **weeks**  
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## Standards

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### Transfer Goals and Career Ready Practices

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Students will comprehend how individuals develop their personal codes of ethics and explain why ethics are important in the workplace.

## **Concepts**

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Individual Ethics

Societal Law & Norms

Values & Morals in the Workplace

Managerial Ethics & Behavior Toward Employees & Customers

Assessing Ethical Behavior

Fair & Equitable Evaluation of Management Staff as well as Employees

Ethical Judgment MODELS

Core Principles & Org. Values

Social Responsibility

Stakeholder Model of Responsibility

Consumer Rights

Ethics in Advertising

Whistle Blowing

Social and Environmental Commitments

Stances: Obstructive, Defensive, Accommodative, Proactive

Regulation: Direct VS Indirect

## **Essential Questions**

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What are the four general approaches to social responsibility?

What are the roles of government in social responsibility in terms of how governments and business influence each other?

## **Understandings**

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Students will understand and distinguish social responsibility from ethics, identify organizational stake holders, and characterize social consciousness.

## **Assessment and Resources**

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## **School Summative Assessment Plan**

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Unit Test (Multiple choice, short answer, essay reflection)

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## **Interdisciplinary Connections**

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**GLOBAL AWARENESS** - How Worldwide Events, Cultures, Laws, Governments Affect Local and Global Business Operations

## **Learning Plan / Pacing Guide**

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*\*\*\* Written in August 2020, with a Hybrid/Remote Model in Mind. Can/Will be Expanded Upon in Summer 2021 to Reflect Traditional 5-Day IN-PERSON Model \*\*\**

### **Week 1:**

Notes - Ethics, Values, Expectations of Employees, Business Setting Norms

Activity - How Will YOU Be Evaluated Formally & Informally in the Workplace?

Research - How are Supervisors and Managers Evaluated? - Performance Eval Assessment Checklist

### **Week 2:**

"My Lab" Activity - Management's Role in Fair Evaluation of Employees

Notes - Consumer Bill of Rights, Ethics in Ad Campaigns, Social Responsibility in Marketing

Intro to Ethical Judgement Models - Collective (digital) Activity

**Week 3:**

Ethical Judgement Model Creation - Solo Assessment/Activity

Notes - What is Regulation? Direct VS Indirect

Diagram Creation - Compare/Contrast Types of Regulation

**Week 4:**

Unit Review Activity

Unit Test

# Unit 5: Roles of Management & Workplace Culture

Content Area: **Applied Tech**  
Course(s): **Generic Course, WOOD I**  
Time Period: **Marking Period 2**  
Length: **weeks**  
Status: **Published**

## Standards

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### Business Standards

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- 9.3.12.BM-MGT.8 Create strategic plans used to manage business growth, profit and goals.
- 9.3.12.BM.5 Implement systems, strategies and techniques used to manage information in a business.
- TECH.9.4.12.CI.1 Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- TECH.9.4.12.CT.2 Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
- WRK.9.2.12.CAP.21 Explain low-cost and low-risk ways to start a business.
- WRK.9.2.12.CAP.23 Identify different ways to obtain capital for starting a business.
- 9.3.12.BM-ADM.2 Access, evaluate and disseminate information for business decision making.
- 9.3.12.BM-ADM.3 Plan, monitor and manage day-to-day business activities.
- 9.3.12.BM-BIM.4 Plan, monitor and manage day-to-day business activities to sustain continued business functioning.
- 9.3.12.BM-OP.2 Develop and maintain positive customer relationships.
- 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.3 Explore, develop and apply strategies for ensuring a successful business career.
- 9.3.12.BM.4 Identify, demonstrate and implement solutions in managing effective business customer relationships
- 9.3.12.BM.6 Implement, monitor and evaluate business processes to ensure efficiency and quality results.
- WRK.9.2.12.CAP.13 Analyze how the economic, social, and political conditions of a time period can affect the labor market.
- WRK.9.2.12.CAP.22 Compare risk and reward potential and use the comparison to decide whether starting a business is feasible.

### Transfer Goals and Career Ready Practices

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Students will comprehend the nature of management and identify the four basic functions that constitute the management process.

## **Concepts**

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Basic Management Functions

- Planning
- Organizing
- Leading
- Controlling

Management: Science VS Art

Educational Background & Experience

Organizational Chart & Chain of Command

The Control Process

Top, Middle, First-Line Managers

Managers: Operations, HR, Marketing, Information, Financial, etc.

Skills: Technical, Hum. Rel., Conceptual, Decision Making, Time Management, Global Scope,

Goal Setting: Long, Intermediate, Short

Mission Statements

Strategy: Corporate, Competitive, Functional

Hierarchy of Plans

Crisis Management: Contingency Planning

Building & Communicating (and possibly changing) Culture

## **Essential Questions**

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What are the different types of managers (titles) likely to be found in an organization by level and area?

What are some of the basic roles and skills required for managers?

Why is the development of corporate culture critically important?

## **Understandings**

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Students will understand the importance of contingency planning, strategic management, and effective goal setting in organizational success.

## **Assessment and Resources**

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WDSB Approved Textbook - Business Essentials - 2019 12th Edition - Ebert & Griffin (Pearson)

Accompanying Resource: "My Lab" Activities, via [www.Pearson.com/MyLab/Intro-To-Business](http://www.Pearson.com/MyLab/Intro-To-Business)

## **School Formative Assessment Plan (Other Evidence)**

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"My Lab" Textbook Enrichment Activities & Cases

Local & Global Issues Analysis

Checkpoint Questions

"Think About It" Textbook Challenges, encouraging higher level thinking

Do Now(s)

Professionalism

Chapter Quizzes & Reviews

Chapter Tests

Theme/Unit/Concept Projects

## **School Summative Assessment Plan**

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Unit Test (Multiple choice, short answer, essay reflection)

"My Lab" CheckPoint Quiz Sections

## **Primary Resources**

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## **Supplementary Resources**

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Instructor Created Enrichment Activities and Projects

Microsoft Office (Excel, Outlook, Power Point)

## **Technology Integration and Differentiated Instruction**

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### **Week 1:**

Management Functions - Notes

"My Lab" Activity - Managerial Scenarios to Think On

Short Essay & Visual Diagram Task - Interview Parent/Adult - Most Effective Manager VS Ineffective Manager Traits. (Generic exploration of traits, not of people or businesses - No personal names, no company names)

**Week 2:**

Control Process and Managerial Titles - Notes

"My Lab" Activity - Workplace Structure and Tiers

Organizational Chart Project - Play the Role of Delegating Tasks and Titles within a Chosen Business Model

**Week 3:**

Continue Organizational Chart Project - Play the Role of Delegating Tasks and Titles within a Chosen Business Model

Notes - Crisis Management: Contingency Planning, Workplace Culture

Crisis Scenario Activity - Higher Order Thinking

**Week 4:**

Unit Review Activity

Unit Test