

SCHOOL DISTRICT OF THE CHATHAMS

Business 101 Grades 9-12 Semester

Course Overview

This course is designed to give students an introduction to the world of business. The course includes units on the profit motive, management decision-making and business ethics, financial-statement analysis, cost-benefit analysis, the marketing mix, international business dynamics, and corporate law and structure. Students complete a variety of individual and team projects that include opening a franchise, developing a new product or service, researching global expansion plans, interpreting business news, and analyzing movies and documentaries. The Wall Street Journal Classroom Edition and other web-based resources are used to enhance classroom instruction. Students may also participate in a National Stock Market Game as a means for analyzing companies and industries.

New Jersey Student Learning Standards

The New Jersey Student Learning Standards (NJSLS) can be located at www.nj.gov/education/cccs/2020/.

Civic Responsibility

9.1.12.CFR.3: Research companies with corporate governance policies supporting the common good and human rights.

9.1.12.CFR.6: Identify and explain the consequences of breaking federal and/or state employment or financial laws.

Finance

9.3.12.FN.2 Utilize tools, strategies and systems to plan, monitor, manage and maintain the use of financial resources.

9.3.12.FN.3 Plan, staff, lead and organize human resources in finance to enhance employee productivity and job satisfaction.

9.3.12.FN.12 Access, evaluate and disseminate financial information to enhance financial decision-making processes

Accounting

9.3.12.FN-ACT.2 Utilize accounting tools, strategies and systems to plan, monitor, manage and maintain the use of financial resources.

9.3.12.FN-ACT.3 Process, evaluate and disseminate financial information to assist business decision making.

Business Management and Administration

9.3.12.BM.1 Utilize mathematical concepts, skills and problem solving to obtain necessary information for decision-making in business.

9.3.12.BM.2 Describe laws, rules and regulations as they apply to effective business operations.

Business Information Management

9.3.12.BM-BIM.1 Describe and follow laws and regulations affecting business operations and

transactions.

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

Management

9.3.21.BM-MGT.1 Describe and follow laws and regulations affecting business operations and transactions.

9.3.12.BM-MGT.3 Apply economic concepts fundamental to global business operations.

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

Technology Standards

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).

9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4).

9.4.12.TL.2: Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.

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9.2.12.CAP.21: Explain low-cost and low-risk ways to start a business.

9.2.12.CAP.22: Compare risk and reward potential and use the comparison to decide whether starting a business is feasible.

9.2.12.CAP.23: Identify different ways to obtain capital for starting a business

9.3.21.BM-MGT.1 Describe and follow laws and regulations affecting business operations and transactions.

9.3.12.BM-MGT.2 Access, evaluate and disseminate information for business decision making.

9.3.12.BM-MGT.5 Plan, monitor, manage and maintain the use of financial resources to ensure a business's financial wellbeing.

Career Ready Practices

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

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

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

Interdisciplinary Connections

English Language Arts

- RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
- RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.
- RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

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- RI.9-10.5. Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
- RI.9-10.6. Determine an author’s point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.
- W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Computer Science and Design Thinking

- 8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.
- 8.1.12.DA.5: Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena.

Social Studies

- 6.1.12.HistoryNM.5.b: Analyze the cyclical nature of the economy and the impact of periods of expansion and recession on businesses and individuals.
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<h2>Units of Study</h2>

Unit 1: Business Basics (~14 days)

- How do businesses consider economic concepts and consequences of decision-making?
- What economic data should business managers use to support informed decision-making?
- What value does understanding economics provide to businesses?

Unit 2: Financial/Accounting Concepts (~14 days)

- How are businesses measured in financial terms?
- What do financial statements reveal? What do they obscure?
- How does knowledge of accounting and financial concepts impact a business?

Unit 3: Business Formation/Law (~7 days)

- How are sole proprietorships and partnerships formed and how are corporations incorporated?
- How do sole proprietorships, partnerships and corporations differ in terms of liability and taxation?
- What are the advantages and disadvantages of sole proprietorships, partnerships, and corporations?
- What essential questions should be asked of every franchisor?

Unit 4: Management and Leadership (~14 days)

- How are business ethics similar to or distinct from personal ethics?
- What are the functions and value businesses contribute to society?

Unit 5: Marketing (~7 days)

- How are strengths, weaknesses, opportunities and threats involved in shaping effective marketing?
- How are product, price, promotion, and placement centered around people?
- How should promotional strategies be targeted and evaluated?

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Unit 6: New Product Development (~7 days)

- What essential questions must be answered before developing a successful new product?
- Is a product's image and packaging more important than its features?
- What is more important, the new product, or how it's presented?

Unit 7: International Business (~7 days)

- What drives globalization?
- Are the global markets for labor, goods and services the same?
- How do organizations build a global presence?

Learning Objectives/Discipline Standards of Practice

Learning Objectives:

Through a variety of learning experiences in various formats, students will understand the value of interpersonal skills. Students will exercise and develop their skills in:

- Collaboration
- Negotiation
- Listening
- Persuasion
- Public Speaking

Through a variety of learning experiences in various formats, students will develop skills to:

- Ask questions about people, thoughts, ideas and events
- Interpret, analyze and synthesize ideas from a variety of sources and in a variety of formats.
- Apply conceptual and analytical tools of business such as the basic model of business, the SWOT analysis, financial statements, and the business cycle.
- Prove a thesis of defensible conclusions based on the application of evidence in writing, discussion and presentation.
- Develop and apply creativity to a variety of functions and situations.

Through a variety of learning experiences in various formats, students will understand the value of data development and analysis through spreadsheets, students will:

- Develop spreadsheets to organize data and analyze metrics.
- Apply functions and other tools within spreadsheets to produce valuable data.
- Apply charting tools within spreadsheets to convey data in meaningful visualizations.

Discipline Standards of Practice:

- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan educational and career paths aligned with personal goals.
- Use technology to communicate effectively, increase collaboration, and enhance productivity.

Instructional Resources and Materials

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Whole class resources have been identified with an asterisk.

Instructional and reference materials to support student learning in the disciplines of business and economics are recommended by the Business Department and are included in Units of Study outlines. Teachers may assign, recommend, and make available supplemental instructional resources and materials in the form of book excerpts, articles, essays, data-sets, video clips, maps, charts, photographs, art, music and web-based materials throughout the course.

The instructional materials vary in order to explore course content and essential questions while meeting the learning needs of students.

Exemplary Resources

- Bloomberg
- Business Insider
- CNBC
- CNN Business
- Council for Economic Education
- Entrepreneur.com
- Fastcompany.com
- Forbes
- Fortune
- Foundation for Economic Education
- Guest speakers from industry
- Inc.com
- Investopedia.com
- Knowledge Matters: Virtual Business
- Wall Street Journal

Assessment Strategies

Assessment is designed to measure a student's mastery of a course standard and learning objective.

Assessment can be used for both instructional purposes (formative assessment) and for evaluative purposes (summative assessment).

Teachers may choose to have students practice and demonstrate their understanding of concepts and performance of disciplinary practices through a variety of means that may include and are not limited to those listed below:

- Discussion and dialogue in whole-class discussions.
- Discussion, dialogue and collaboration in small groups and in paired conferences.
- Performative and project-based activities, such as live and recorded presentations, discussions, and debates.
- Project-based representations, illustrations, infographics, image collages, and sketched representations of definitions and concepts.
- Student discussion thread posts, written assignments and reflections.
- Homework, quizzes and tests with traditional assessment tools such as short answers, identification questions and persuasive paragraphs.

Franchise Project

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Students research and analyze franchise opportunities, ultimately selecting one that they think they might be able to successfully operate in their own community. While making their choice, students consider a variety of factors including their personal interests and abilities, the reputation of the product or service, the franchisor's ability and willingness to assist the franchisee, and market factors such as consumer demand and anticipated competition.

Subject Matter Expert Role-Play

Students research a current business issue to become a Subject Matter Expert, to make an informed and effective presentation addressing specific and accurate descriptions of the issue, the major players involved and affected by the issue, and their perspectives and interests.