

Course Title:	Content Area:	Grade Level:	Credit (if applicable)
Introduction to Business II	CTE-Business	10-12	0.5 Optional Tunxis Credit

### Course Description:

This accelerated course is ideal for students striving to get a head start on a career in business. Students will take a deeper dive into topics from Introduction to Business I or Entrepreneurship. This course introduces the principles and practices of business management. Topics include: Informational and legal foundations for business management; economic, regulatory, and societal environment of business, finance, and marketing; planning, organizing, leading and controlling a business organization.

### Aligned Core Resources:

BUSN12 Introduction to Business by Kelly and Williams  
Textbook

### Connection to the [BPS Vision of the Graduate](#)

Collaboration  
Global Awareness  
Communication  
Critical Thinking and Problem Solving

### Additional Course Information:

**Knowledge/Skill Dependent courses/prerequisites**

### Link to [Completed Equity Audit](#)

Introduction to Business 1 OR Entrepreneurship

[Equity Audit - Introduction to Business II](#)

### Standard Matrix

District Learning Expectations and Standards	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
<u>MBA Research Standards, Business Management - <b>Business Law</b></u> Understands business's responsibility to know, abide by, and enforce laws and regulations that affect business operations and transactions				X		
<u>MBA Research Standards, Business Management - <b>Communication Skills</b></u> Understands the concepts, strategies, and systems used to obtain and convey ideas and information.	X					
<u>MBA Research Standards, Business Management - <b>Financial Analysis</b></u> Understands tools, strategies, and systems used to maintain, monitor, control, and					X	

plan the use of financial resources						
<u>MBA Research Standards, Business Management - Operations</u> Understands the processes and systems implemented to monitor, plan, and control the day-to-day activities required for continued business functioning			X			
<u>MBA Research Standards, Business Management - Professional Development</u> Understands concepts, tools, and strategies used to explore, obtain, and develop in a business career			X			
<u>MBA Research Standards, Business Management - Strategic Management</u> Understands tools, techniques, and systems that affect a business's ability to plan, control, and organize an organization/department		X	X			
<u>MBA Research Standards, Business Management - Knowledge Management</u> Understands the systems, strategies, and techniques used to collect, organize, analyze, and share information known in an organization			X		X	
<u>MBA Research Standards, Business Management - Project Management</u> Understands tools, techniques, and systems that are used to plan, implement, monitor, and evaluate business projects					X	X
<u>MBA Research Standards, Business Management - Quality Management</u> Understands the need for standards and the strategies and techniques used to implement, monitor, and evaluate them			X			
<u>MBA Research Standards, Business Management - Risk Management</u>		X		X		

Understands risk-management strategies and techniques used to minimize business loss						
<u>MBA Research Standards, General Management - <b>Customer Relations</b></u> Understands the techniques and strategies used to foster positive, ongoing relationships with customers						X
<u>MBA Research Standards, General Management - <b>Human Resources Management</b></u> Understands the tools, techniques, and systems that businesses use to plan, staff, lead, and organize its human resources			X			
<u>MBA Research Standards, Business Management - <b>Information Technology</b></u> Understands tools, strategies, and systems needed to access, process, maintain, evaluate, and disseminate information to assist business decision-making	X					

### Unit Links

- [The Business Environment](#)
- [Economics and International Business](#)
- [Managing a Business](#)
- [Business Law & Ethics](#)
- [Financing a Business](#)
- [Marketing](#)

Unit Title:	
The Business Environment	
Relevant Standards: <b>Bold indicates priority</b>	
MBA Research Standards, Business Management - <b>Communication Skills. Understands the concepts, strategies, and systems used to obtain and convey ideas and information.</b> MBA Research Standards, Business Management - <b>Information Technology. Understands tools, strategies, and systems needed to access, process, maintain, evaluate, and disseminate information to assist business decision-making</b>	
Essential Question(s):	Enduring Understanding(s):
<ul style="list-style-type: none"> <li>● What is the role of business in the economy?</li> <li>● How did modern business evolve?</li> <li>● What role do nonprofit organizations have in the economy?</li> <li>● What are the core factors of production and how are they used in the economy?</li> <li>● How will current business trends affect your future career choices?</li> <li>● How does having excellent communication contribute to having a successful business?</li> <li>● What are the key factors of nonverbal communication?</li> <li>● What are communication channels and how do you choose which channel is most effective?</li> </ul>	<ul style="list-style-type: none"> <li>● Business improves people’s standard of living and increases the quality of life</li> <li>● Modern business has evolved through different eras from the Industrial Revolution to the relationship era today</li> <li>● Nonprofit organizations work along with businesses to improve the quality of life in society</li> <li>● Business improves people’s standard of living and increases the quality of life</li> <li>● Modern business has evolved through different eras from the Industrial Revolution to the relationship era today</li> <li>● Nonprofit organizations work along with businesses to improve the quality of life in society</li> <li>● Nonverbal communication should reinforce the meaning of one’s message</li> <li>● A communication channel is effective when it is selected by understanding its impact toward the decision made</li> <li>● Effective business writing involves considering the needs of one’s audience</li> <li>● Successful verbal presentations are created and delivered by understanding their structure and impact on the audience</li> </ul>
Demonstration of Learning:	Pacing for Unit
<ul style="list-style-type: none"> <li>● Students should demonstrate a clear understanding of the factors that separated the five business eras.</li> <li>● Students should be able to discuss that nonprofit organizations differ from businesses in that their goals do not include financial gain. However, nonprofits are clearly businesslike establishments that contribute to the economy in a number of significant ways—most employ people, many produce goods and services and take in revenue, and many act as economic magnets for additional investment. Many nonprofits interact with businesses by developing partnerships that benefit</li> </ul>	5 class sessions of 42 class sessions

<p>both parties.</p> <ul style="list-style-type: none"> <li>• Students should be able to explain the barriers of communication, identify which barrier is easiest to surmount, and defend their reasoning.</li> <li>• Students will be able summarize key points of an advertisement, ask clarifying questions, and listen for key points.</li> <li>• Students will be able to identify the proper communication channel based on a variety of scenarios.</li> <li>• Students will be able to draft a professional email.</li> </ul>	
<p><b>Family Overview (link below)</b></p>	<p><b>Integration of Technology:</b></p>
<p><a href="#">Introduction to Business 2. Unit 1 Family Friendly Llnk</a></p>	<ul style="list-style-type: none"> <li>• Internet Research/Resources</li> <li>• GMAIL</li> <li>• Desktop Publishing Software</li> <li>• Presentation Software</li> </ul>
<p><b>Unit-specific Vocabulary:</b></p>	<p><b>Aligned Unit Materials, Resources, and Technology (beyond core resources):</b></p>
<p><b>Business Now:</b> Value, Business, Profit, Loss, Entrepreneurs, Nonprofits, Factors of production, Business environment, Speed to market, Business technology, Internet, E-commerce Demographics, free trade, General agreement on tariffs and trade,</p> <p><b>Communication:</b> Communication, noise, communication barriers, intercultural communication, nonverbal communication, active listening, communication channels, bias, active voice, passive voice, dynamic delivery,</p>	<p>Various Internet Resource</p>
<p><b>Opportunities for Interdisciplinary Connections:</b></p>	<p><b>Anticipated misconceptions:</b></p>
<ul style="list-style-type: none"> <li>• Economics</li> <li>• Math</li> <li>• Civics</li> <li>• Language Arts</li> </ul>	<ul style="list-style-type: none"> <li>• Large businesses are immune from failure.</li> <li>• The intention of the message is the same as the perception of the message.</li> <li>• Communication is the same in all areas of life.</li> </ul>
<p><b>Connections to Prior Units:</b></p>	<p><b>Connections to Future Units:</b></p>
<p>N/A</p>	<p>This is the introductory unit that will be the foundation for all subsequent learning throughout this course.</p>
<p><b>Differentiation through <a href="#">Universal Design for Learning</a></b></p>	
<p><b>UDL Indicator</b></p>	<p><b>Teacher Actions:</b></p>
<p>5.1 Use multiple media for communication 1.1 Compose in multiple media such as text, speech</p>	<p>5.1 Compose in multiple media such as text, speech, video 1.1 Display information in a flexible format so that perceptual features can be varied</p>
<p><b>Supporting Multilingual/English Learners</b></p>	

Related <b>CELP standards:</b>		Learning Targets:	
<ul style="list-style-type: none"> <li>● 9-12.1 An EL can construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</li> <li>● 9-12.2 An EL can participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions</li> <li>● 9-12.4 An EL can construct grade appropriate oral and written claims and support them with reasoning and evidence.</li> <li>● 9-12.5 An EL can conduct research and evaluate and communicate findings to answer questions or solve problems.</li> <li>● 9-12.7 An EL can adapt language choices to purpose, task, and audience when speaking and writing.</li> <li>● 9-12.8 An EL can determine the meaning of words and phrases in oral presentations and literary and informational text.</li> <li>● 9-12.10 An EL can make accurate use of standard English to communicate in grade appropriate speech and writing.</li> </ul>		<ul style="list-style-type: none"> <li>● I can discuss the role of business in the economy.</li> <li>● I can explain the evolution of modern business.</li> <li>● I can discuss the role of nonprofit organizations in the economy.</li> <li>● I can outline the core factors of production and how they affect the economy.</li> <li>● I can explain how current business trends might affect your career choices.</li> <li>● I can explain the importance of excellent business communication.</li> <li>● I can describe the key elements of nonverbal communication.</li> <li>● I can compare, contrast, and choose effective communication channels.</li> </ul>	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
1	I can discuss the role of business in the economy.	Students can identify the factors of production and how they create businesses.  Students can explain the eras of American business..	
	I can explain the evolution of modern business.		
	I can discuss the role of nonprofit organizations in the economy.	Students can compare the role of nonprofit organizations to for profit organizations in the economy	
2	I can outline the core factors of production and how they affect the economy.	Students can classify the factors of production and explain their impact on the economy.	
3	I can explain how current business trends might affect your career choices.	Students can research current business trends to identify careers evolving from the trends..	
4	I can explain the importance of excellent business communication.	Students can list the six main barriers to effective	

	<p>I can describe the key elements of nonverbal communication.</p>	<p>communication and identify which barriers are easiest to surmount.</p> <p>Students can determine how the elements of nonverbal communication help to convey or misrepresent a message.</p>	
	<p>I can compare, contrast, and choose effective communication channels.</p>	<p>Students can choose the appropriate communication channel based on the message they intend to convey in order to avoid misconceptions.</p>	

<b>Unit Title:</b>	
Economics and International Business	
<b>Relevant Standards: Bold indicates priority</b>	
<p><u>MBA Research Standards, Business Management - <b>Strategic Management</b></u>. Understands tools, techniques, and systems that affect a business's ability to plan, control, and organize an organization/department</p> <p><u>MBA Research Standards, Business Management - <b>Risk Management</b></u>. Understands risk-management strategies and techniques used to minimize business loss</p>	
<b>Essential Question(s):</b>	<b>Enduring Understanding(s):</b>
<ul style="list-style-type: none"> <li>• What is economics and what has caused the current global economic crisis?</li> <li>• What events brought upon the great recession and how has it impacted the economy?</li> </ul>	<ul style="list-style-type: none"> <li>• Economics is the study of choices made to allocate society's resources</li> <li>• Fiscal and monetary policies are used to improve economic performance</li> <li>• Socialism and communism are two categories of planned economies</li> <li>• Economies of the world are adopting mixed market systems to meet the needs of its citizens</li> <li>• Business opportunities have increased because of technological growth and reduction of barriers to trade</li> <li>• Reasons for increased international trade include access to factors of production, reduced risks, and inflow of innovation</li> <li>• Measuring international trade requires an understanding of balance of trade, balance of payments, and exchange rates</li> <li>• Firms use a number of different approaches depending on their goals and the structure of the foreign market</li> <li>• Barriers to international trade include sociocultural differences, economic differences, and legal/political differences</li> <li>• Emergence of regional trading blocs, common markets, and international trade promotes free trade</li> </ul>
<b>Demonstration of Learning:</b>	<b>Pacing for Unit</b>
<ul style="list-style-type: none"> <li>• Students should be able to analyze a major financial crisis including the causes and responses.</li> <li>• Students should be able to compare and contrast command, market, and mixed economies.</li> <li>• Students can interpret the laws of supply and demand.</li> <li>• Students should be able to demonstrate an understanding of different cultural business customs.</li> </ul>	10 class sessions of 42 class sessions
<b>Family Overview (link below)</b>	<b>Integration of Technology:</b>



<a href="#">Introduction to Business 2. Unit 2 Family Friendly Link</a>	<i>Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning</i>
<b>Unit-specific Vocabulary:</b>	<b>Aligned Unit Materials, Resources, and Technology (beyond core resources):</b>
<p>Economy, economics, macroeconomics, microeconomics, fiscal policy, budget surplus budget deficit federal debt, monetary policy, commercial banks, money, money supply, M1 money supply, M2 money supply, open market operations, Federal Deposit Insurance Corporation (FDIC), discount rate, reserve requirement, economic system, capitalism, pure competition, monopolistic competition, oligopoly, monopoly, natural monopoly, supply, supply curve, demand, demand curve, equilibrium price, socialism, communism, mixed economies, privatization, gross domestic product (GDP), unemployment rate business cycle, contraction, recession, depression, recovery, expansion, inflation, hyperinflation, disinflation, deflation, consumer price index (CPI) producer price index (PPI), productivity</p> <p>Opportunity cost absolute advantage, comparative advantage, balance of trade trade surplus, trade deficit, balance of payments, balance of payments surplus, balance of payments deficit, exchange rate, countertrade, foreign outsourcing, importing, exporting, foreign licensing, foreign franchising, direct investment, joint ventures, partnership, strategic alliance sociocultural differences, infrastructure, protectionism, tariffs, quotas, voluntary export restraints (VERs), embargo, free trade, General Agreement on Tariffs and Trade (GATT), World Trade Organization (WTO), World Bank, International Monetary Fund (IMF), trading bloc common market, North American Free Trade Agreement (NAFTA) European Union (EU)</p>	<p>The Federal Reserve Bank of Atlanta Educational Resources</p>
<b>Opportunities for Interdisciplinary Connections:</b>	<b>Anticipated misconceptions:</b>
<p>Civics, US History, Economics</p>	<ul style="list-style-type: none"> <li>● Supply and demand always leads to fair prices</li> <li>● Monetary value is the same world wide</li> <li>● The economy is solely controlled by the government</li> <li>● Economic growth mean everyone is better off</li> <li>● Government intervention always hinders the economy</li> <li>● All countries benefit from international trade</li> <li>● Countries are not impacted by the actions of other countries.</li> </ul>
<b>Connections to Prior Units:</b>	<b>Connections to Future Units:</b>
<p>The Business Environment Verbal and Nonverbal International Communication</p>	<ul style="list-style-type: none"> <li>● Business Management</li> <li>● Ethics</li> <li>● Marketing</li> </ul>

- Financing

**Differentiation through [Universal Design for Learning](#)**

**UDL Indicator**

**Teacher Actions:**

3.2 Highlight patterns, critical features, big ideas, and relationships

3.2 Highlight or emphasize key elements in text, graphics, diagrams, formulas

**Supporting Multilingual/English Learners**

**Related [CELP standards:](#)**

**Learning Targets:**

- 9-12.1 An EL can construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.
- 9-12.2 An EL can participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions
- 9-12.4 An EL can construct grade appropriate oral and written claims and support them with reasoning and evidence.
- 9-12.5 An EL can conduct research and evaluate and communicate findings to answer questions or solve problems.
- 9-12.7 An EL can adapt language choices to purpose, task, and audience when speaking and writing.
- 9-12.8 An EL can determine the meaning of words and phrases in oral presentations and literary and informational text.
- 9-12.10 An EL can make accurate use of standard English to communicate in grade appropriate speech and writing.

- I can define economics and understand the concept of scarcity
- I can analyze past economic crisis and identify their impact on the economy
- I can discuss the impact of fiscal and monetary policy on the economy
- I can evaluate the free market system and supply and demand
- I can evaluate planned market systems
- I can describe the trend toward mixed market systems
- I can discuss key terms and tools to evaluate economic performance
- I can discuss dramatic changes in U.S. trade policy over the last decade
- I can describe business opportunities in the world economy
- I can explain the key reasons for international trade
- I can describe the tools for measuring international trade
- I can analyze strategies for reaching global markets
- I can discuss barriers to international trade and strategies to surmount them
- I can describe the free-trade movement, and discuss key benefits and criticisms

Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
1	I can define economics and discuss the concept of scarcity.	Students will apply the concept of scarcity and how the factors of production influence how society makes economic decisions.	
2	I can analyze past economic crisis and identify their impact on the economy	Students will research past economic crises and the government response to analyze both causes and solutions.	

3	I can discuss the impact of fiscal and monetary policy on the economy	Students can determine the role of fiscal and monetary policy in the economy. Which governing organizations are responsible for each. Students will analyze how much influences these policies have on interest rates, money supply and inflation.	The
4	I can evaluate the free market system and supply and demand	Students can graph and analyze the laws of supply and demand as well as events that would affect supply and quantity demanded.	
5	I can evaluate planned market systems	Students can identify current planned market economic systems and how they affect business operations	
6	I can describe the trend toward mixed market systems	Students can describe the elements of a mixed market economic system and the pros and cons for businesses	
7	I can discuss key terms and tools to evaluate economic performance	Students can discuss the concepts of GDP, inflation rates, PPI, and CPI	
8	I can discuss dramatic changes in U.S. trade policy over the last decade	Students can research United States trade policy and discuss its effects on businesses	
	I can describe business opportunities in the world economy	Students can describe global business opportunities available to them.	
9	I can explain the key reasons for international trade	Students can explain the importance of international trade and how it contributes to the global economy	
	I can describe the tools for measuring international trade		
	I can analyze strategies for reaching global markets		
10	I can discuss barriers to international trade and strategies to surmount	Students can explain the benefits of free trade and	

	them	<p>discuss how it can lead to increased economic growth, job creation and access to a wider variety of goods for consumers. Students can also explore potential negatives of free trade including potential job losses in certain industries, income inequality and environmental impacts.</p>	
	<p>I can describe the free-trade movement, and discuss key benefits and criticisms</p>		

Unit Title	
Managing a Business	
Relevant Standards: <b>Bold indicates priority</b>	
<p><u>MBA Research Standards, Business Management - <b>Operations.</b></u> Understands the processes and systems implemented to monitor, plan, and control the day-to-day activities required for continued business functioning</p> <p><u>MBA Research Standards, Business Management - <b>Professional Development.</b></u> Understands concepts, tools, and strategies used to explore, obtain, and develop in a business career</p> <p><u>MBA Research Standards, Business Management - <b>Strategic Management.</b></u> Understands tools, techniques, and systems that affect a business's ability to plan, control, and organize an organization/department</p> <p><u>MBA Research Standards, Business Management - <b>Knowledge Management.</b></u> Understands the systems, strategies, and techniques used to collect, organize, analyze, and share information known in an organization</p> <p><u>MBA Research Standards, Business Management - <b>Quality Management.</b></u> Understands the need for standards and the strategies and techniques used to implement, monitor, and evaluate them</p> <p><u>MBA Research Standards, General Management - <b>Human Resources Management.</b></u> Understands the tools, techniques, and systems that businesses use to plan, staff, lead, and organize its human resources</p>	
Essential Question(s):	Enduring Understanding(s):
<ul style="list-style-type: none"> <li>• How does management contribute to organizational success?</li> <li>• What are the key theories and current practices of motivation within business?</li> <li>• How does strategic planning impact overall business planning?</li> <li>• What is the organizing function of management?</li> <li>• What is the role of managerial leadership and how does each leadership style impact a business?</li> <li>• What is the managerial control process?</li> <li>• What is Human Resources and how does it impact the success of a business?</li> <li>• What are key HR issues facing today's economy?</li> <li>• What opportunities and challenges are present within Human Resource functions?</li> <li>• What is involved in HR planning and how do core HR responsibilities present themselves in business?</li> <li>• What is the key federal legislation affecting Human Resources?</li> <li>• How is diversity helping to shape modern business?</li> </ul>	<ul style="list-style-type: none"> <li>• Management functions include planning, organizing, leading, and controlling</li> <li>• People's thoughts and feelings play a vital role in motivation</li> <li>• Planning is the core of effective management, and organizing involves creating a logical structure</li> <li>• Leadership categories fall along a continuum of power, and controlling involves monitoring performance</li> <li>• HR management focuses on a company's human investment</li> <li>• HR issues include layoffs and outsourcing and wage gap</li> <li>• HR managers face many challenges in building a top-quality workforce</li> <li>• HR responsibilities include recruitment and selection</li> <li>• Firms rely on HR to avoid employment lawsuits</li> </ul>
Demonstration of Learning:	Pacing for Unit
<ul style="list-style-type: none"> <li>• Students should be able to explain the difference between a manager and a leader</li> <li>• Students should be able to differentiate management theories</li> <li>• Students should be able to describe various leadership styles</li> <li>• Students should be able to explain the role and importance of HR in business</li> </ul>	9 class sessions of 42 class sessions

<b>Family Overview (link below)</b>	<b>Integration of Technology:</b>
<a href="#">Introduction to Business 2, Unit 3 Family Friendly Link</a>	<i>Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning</i>
<b>Unit-specific Vocabulary:</b>	<b>Aligned Unit Materials, Resources, and Technology (beyond core resources):</b>
Management, planning, organizing, leading, controlling, top management, middle management, first-line (or supervisory management), Maslow's Hierarchy of Needs Theory Theory X and Theory Y, job enrichment, expectancy theory, equity, strategic planning, tactical planning, operational planning, contingency planning, mission, SWOT analysis, strategic goals, strategies, organization chart, degree of centralization, span of control, departmentalization, line organization, line-and-staff organization, line managers, staff managers, matrix organizations, free-rein leaders, human resource (HR) management, job analysis, job description, job specifications, (or "specs"), internal recruitment, external recruitment, structured interview, probationary period, contingent workers, orientation, on-the-job training, apprenticeship, management development, performance appraisals, compensation, wages, salaries, benefits, cafeteria-style benefits, flextime, compressed workweek, remote work, Civil Rights Act of 1964 Title VII, Equal Employment Opportunity Commission (EEOC), affirmative action, sexual harassment	<ul style="list-style-type: none"> <li>• Various industry leadership/management/motivational books will be used for enrichment.</li> <li>• Ted-Talks</li> </ul>
<b>Opportunities for Interdisciplinary Connections:</b>	<b>Anticipated misconceptions:</b>
Psychology, Sociology	<ul style="list-style-type: none"> <li>• Managers control everything and make all decisions.</li> <li>• Management is only telling people what to do</li> <li>• Leaders are born, not made</li> <li>• Human resources is only about hiring and firing employees</li> </ul>
<b>Connections to Prior Units:</b>	<b>Connections to Future Units:</b>
Communication	Financing, Marketing, Business Law
<b>Differentiation through <a href="#">Universal Design for Learning</a></b>	
<b>UDL Indicator</b>	<b>Teacher Actions:</b>
9.1 Promote expectations and beliefs that optimize motivation	9.1 Provide coaches, mentors, or agents that model the process of setting personally appropriate goals that take into account both strengths and weaknesses
<b>Supporting Multilingual/English Learners</b>	
<b>Related <a href="#">CELP standards:</a></b>	<b>Learning Targets:</b>
<ul style="list-style-type: none"> <li>• 9-12.1 An EL can construct meaning from oral</li> </ul>	<ul style="list-style-type: none"> <li>• I can discuss the importance of management to</li> </ul>

	<p>presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p> <ul style="list-style-type: none"> <li>9-12.2 An EL can participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions</li> <li>9-12.4 An EL can construct grade appropriate oral and written claims and support them with reasoning and evidence.</li> <li>9-12.5 An EL can conduct research and evaluate and communicate findings to answer questions or solve problems.</li> <li>9-12.7 An EL can adapt language choices to purpose, task, and audience when speaking and writing.</li> <li>9-12.8 An EL can determine the meaning of words and phrases in oral presentations and literary and informational text.</li> <li>9-12.10 An EL can make accurate use of standard English to communicate in grade appropriate speech and writing.</li> </ul>	<p>organizational success</p> <ul style="list-style-type: none"> <li>I can explain key theories and current practices of motivation</li> <li>I can explain business planning, especially strategic planning</li> <li>I can discuss the organizing function of management</li> <li>I can explain the role of managerial leadership and the key leadership styles</li> <li>I can describe the management control process</li> <li>I can explain the importance of human resources to business success</li> <li>I can discuss key human resource issues in today's economy</li> <li>I can outline challenges and opportunities that the human resources function faces</li> <li>I can discuss human resource planning and core human resources responsibilities</li> <li>I can explain the key federal legislation that affects human resources</li> <li>I can explain the role of diversity in contemporary business</li> </ul>	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
1	I can discuss the importance of management to organizational success	Students can demonstrate an understanding of the key functions of management including planning, organizing, leading and controlling and explain how each function contributes to achieving organizational goals and ensuring success.	
2	I can explain key theories and current practices of motivation	Students should grasp the significance of employee motivation and engagement in organizational success. Students can recognize that effective management involves fostering a positive work culture, providing opportunities for growth and development .	
3	I can explain business planning, especially strategic planning	Students can discuss the importance of strategic thinking and long-term planning in management. Students can analyze how	
	I can discuss the organizing function of management		

		effective management involves setting clear objectives, formulating strategies, and adapting to changes in the business environment.	
4	I can explain the role of managerial leadership and the key leadership styles	Students can provide a clear explanation of different managerial leadership styles such as autocratic, democratic, laissez-faire, transformational and situational leadership. They should describe the characteristics of each style.	
	I can describe the management control process	Students can explain the elements of the control process and describe how this process helps managers monitor progress, identify and address potential issues to ensure that organizational goals are achieved.	
5	I can explain the importance of human resources to business success	Students can evaluate the strategic role of HR in organizations. They understand that HR functions are not just administrative but contribute to the overall success of the organization by aligning human capital with business goals and fostering a positive work environment.	
	I can discuss key human resource issues in today's economy	Students can identify key issues and challenges faced by HR professionals today. They should understand topics such as workforce diversity, remote work, employee well-being, talent retention and adapting technological advancements.	
6	I can outline challenges and opportunities that the human resources function faces		
7	I can discuss human resource	Students can demonstrate	



	<p>planning and core human resources responsibilities</p> <p>I can explain the key federal legislation that affects human resources</p>	<p>a comprehensive understanding of key federal legislation related to HR. Students can explain the purpose, scope, and main provisions of the legislation accurately. Students can identify applicable laws and explain key provisions of each legislation including the rights it offers to employees and the responsibilities it imposes on employers.</p>	
8	<p>I can explain the role of diversity in contemporary business</p>	<p>Students can recognize the benefits of diversity in contemporary business. Students can understand how a diverse workforce can bring different perspectives, ideas and experiences that enhance creativity, innovation, problem solving. Students will apply the concept of inclusion and its relationship with diversity to create an inclusive work environment.</p>	

Unit Title:	
Business Law & Ethics	
Relevant Standards: <b>Bold indicates priority</b>	
<p>MBA Research Standards, Business Management - <b>Business Law</b>. Understands business's responsibility to know, abide by, and enforce laws and regulations that affect business operations and transactions</p> <p>MBA Research Standards, Business Management - <b>Risk Management</b>. Understands risk-management strategies and techniques used to minimize business loss</p>	
Essential Question(s):	Enduring Understanding(s):
<ul style="list-style-type: none"> <li>● What are ethics and universal ethical standards?</li> <li>● What is business ethics and how do ethical dilemmas affect business?</li> <li>● How does ethics relate to both individuals and organizations?</li> <li>● How does social responsibility impact stakeholder groups?</li> <li>● What is the role of social responsibility in the global arena?</li> <li>● How do companies measure social responsibility?</li> <li>● How have unions impacted its members and economy?</li> <li>● What are the challenges unions face today?</li> <li>● What is the purpose of laws?</li> <li>● What are the major sources of laws in the United States?</li> <li>● What are the characteristics of a contract and how are the terms of contracts enforced?</li> <li>● How do title and risk pass from the seller to the buyer when a sale occurs?</li> <li>● How would you summarize legal principles, governing agency, intellectual property, and bankruptcy?</li> </ul>	<ul style="list-style-type: none"> <li>● Universal ethical standards are ethical norms that apply to all people across a broad spectrum of situations</li> <li>● Business ethics is the application of right and wrong in a business setting</li> <li>● Organizational culture has an influence on the ethical conduct of individual employees</li> <li>● Social responsibility is the obligation of a business to contribute to society</li> <li>● Unions are organized into craft unions and industrial unions</li> <li>● Many labor laws dealing with labor unions were passed after 1932</li> <li>● Federal law requires that both sides in collective bargaining bargain in good faith</li> <li>● Unions impact employee compensation, job security, and employee productivity</li> <li>● Laws are the rules governing the conduct and actions of people within a society that are enforceable by the government and arise from many sources</li> <li>● Two branches of law are civil law and criminal law</li> <li>● All valid contracts must satisfy four conditions</li> <li>● In a principal-agent relationship, the principal gives the agent the authority to act in place of, and bind, the principal when dealing with third parties</li> <li>● Bankruptcy provides the means for debtors who are unable to meet their obligations to discharge their debts and get a fresh start</li> <li>● Patents, trademarks, and copyrights protect intellectual property rights</li> </ul>
Demonstration of Learning:	Pacing for Unit
<ul style="list-style-type: none"> <li>● Students should be able to explain universal ethical standards</li> <li>● Students should be able to apply their knowledge to solve ethical dilemmas</li> <li>● Students should be able to explain how to protect their intellectual property</li> </ul>	9 class sessions of 42 sessions

<ul style="list-style-type: none"> <li>• Students should be able to identify laws that protect businesses and employees</li> <li>• Students should be able to describe the role of a union</li> <li>• Students should be able to provide an overview of the legal principles governing agency, and bankruptcy in businesses</li> </ul>	
<b>Family Overview (link below)</b>	<b>Integration of Technology:</b>
<a href="#">Introduction to Business 2 Unit 4 Family Friendly Llnk</a>	<i>Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning</i>
<b>Unit-specific Vocabulary:</b>	<b>Aligned Unit Materials, Resources, and Technology (beyond core resources):</b>
Laws, constitution, statutory law, Uniform Commercial Code (UCC), administrative law, case law, tort, negligence, crime, business law, contract, consideration, statute of frauds, breach of contract, statute of limitations, compensatory damages, specific performance, sales, title, principal-agent relationship, principal, agent, scope of authority, chapter 7 bankruptcy, chapter 11 bankruptcy, chapter 13 bankruptcy, property, intellectual property, patent, trademark, copyright, ethics, universal ethical standards, business ethics, ethical dilemma, code of ethics, whistle-blowers, social responsibility, stakeholders, consumerism, planned obsolescence. Sarbanes-Oxley Act, corporate philanthropy, cause-related marketing, corporate responsibility, sustainable development, carbon footprint, green marketing, social audit	Legal documents used for reference, ethical case studies
<b>Opportunities for Interdisciplinary Connections:</b>	<b>Anticipated misconceptions:</b>
Civics, Law and Justice, Psychology	<ul style="list-style-type: none"> <li>• Business laws are unnecessary and hinder business operations.</li> <li>• Ethical behavior is subjective and varies from person to person</li> <li>• Business ethics are solely about avoiding legal consequences</li> <li>• Business ethics and profits do not mix</li> </ul>
<b>Connections to Prior Units:</b>	<b>Connections to Future Units:</b>
Economics, Management, Communication	Financing and Marketing
<b>Differentiation through <a href="#">Universal Design for Learning</a></b>	
<b>UDL Indicator</b>	<b>Teacher Actions:</b>
5.3 Build fluencies with graduated levels of support for practice and performance	5.3 Provide multiple examples of novel solutions to authentic problems
<b>Supporting Multilingual/English Learners</b>	

Related <b>CELP standards:</b>		Learning Targets:	
<ul style="list-style-type: none"> <li>9-12.1 An EL can construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</li> <li>9-12.2 An EL can participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions</li> <li>9-12.4 An EL can construct grade appropriate oral and written claims and support them with reasoning and evidence.</li> <li>9-12.5 An EL can conduct research and evaluate and communicate findings to answer questions or solve problems.</li> <li>9-12.7 An EL can adapt language choices to purpose, task, and audience when speaking and writing.</li> <li>9-12.8 An EL can determine the meaning of words and phrases in oral presentations and literary and informational text.</li> <li>9-12.10 An EL can make accurate use of standard English to communicate in grade appropriate speech and writing.</li> </ul>		<ul style="list-style-type: none"> <li>I can explain ethics and universal ethical standards</li> <li>I can describe business ethics and ethical dilemmas</li> <li>I can discuss how ethics relates to both the individual and the organization</li> <li>I can examine the impact of social responsibility on stakeholder groups</li> <li>I can explain the role of social responsibility in the global arena</li> <li>I can describe how companies evaluate their efforts to be socially responsible</li> <li>I can evaluate the impact that unions have had on their members' welfare and the economy, and explain the challenges that today's unions face.</li> <li>I can explain the purpose of laws and identify the major sources of law in the United States.</li> <li>I can describe the characteristics of a contract and explain how the terms of contracts are enforced.</li> <li>I can describe how both title and risk pass from the seller to the buyer when a sale occurs.</li> <li>I can provide an overview of the legal principles governing agency, intellectual property, and bankruptcy.</li> </ul>	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
1	I can explain ethics and universal ethical standards	Students can explain ethics and by using the universal ethical standards navigate ethical dilemmas that affect both individuals and organizations.	
	I can describe business ethics and ethical dilemmas		
	I can discuss how ethics relates to both the individual and the organization		
2	I can examine the impact of social responsibility on stakeholder groups	Students can examine social responsibility in a global arena and identify ways companies measure social responsibility.	
	I can explain the role of social responsibility in the global arena		
	I can describe how companies evaluate their efforts to be socially responsible		
3	I can evaluate the impact that unions have had on their members' welfare and the economy, and explain the challenges that today's unions face.	Students can identify reasons for the creation of unions as well as challenges faced by labor unions past and present.	
4	I can explain the purpose of laws and identify the major sources of law in the United States.	Students can understand the purpose of laws and identify sources of laws in	

		the United States.	
5	I can describe the characteristics of a contract and explain how the terms of contracts are enforced.	Students can define a contract and identify its key characteristics, including the parties involved, the mutual agreement, and the consideration exchanged.	
	I can describe how both title and risk pass from the seller to the buyer when a sale occurs.		
6	I can provide an overview of the legal principles, governing agency, intellectual property, and bankruptcy.	Students can effectively communicate their understanding of legal principles, governing agencies, intellectual property, and bankruptcy through verbal or written explanations	

Unit Title	
Financing a Business	
Relevant Standards: <b>Bold indicates priority</b>	
<p><u>MBA Research Standards, Business Management - <b>Financial Analysis</b></u>. Understands tools, strategies, and systems used to maintain, monitor, control, and plan the use of financial resources</p> <p><u>MBA Research Standards, Business Management - <b>Knowledge Management</b></u>. Understands the systems, strategies, and techniques used to collect, organize, analyze, and share information known in an organization</p> <p><u>MBA Research Standards, Business Management - <b>Project Management</b></u>. Understands tools, techniques, and systems that are used to plan, implement, monitor, and evaluate business projects</p>	
Essential Question(s):	Enduring Understanding(s):
<ul style="list-style-type: none"> <li>• What is the goal of financial management and what issues do managers face to achieve financial goals?</li> <li>• What tools do financial managers use to evaluate a company's financial well being and develop financial plans?</li> <li>• What are sources of funds in business?</li> <li>• What are the key issues to determine a firm's capital structure?</li> <li>• How do financial managers acquire and manage assets?</li> <li>• How do financial managers evaluate capital budget proposals?</li> </ul>	<ul style="list-style-type: none"> <li>• Goal of financial management is to maximize the market price of stock</li> <li>• The current financial condition of a company is evaluated using ratio analysis</li> <li>• Some sources of funds to meet a firm's short-term and long-term financial needs include trade credit, bank loans, debts, commercial paper, and owner investments</li> <li>• Capital structure comprises a mix of equity and debt-financing</li> <li>• Financial managers acquire and manage current assets by using cash holdings, offering credits, and managing inventories</li> <li>• Financial managers evaluate capital budgeting proposals by taking into account time value of money and net present value</li> </ul>
Demonstration of Learning:	Pacing for Unit
<ul style="list-style-type: none"> <li>• Students should be able to demonstrate their understanding of business dynamics and how it impacts financing decisions</li> <li>• Students will be able to demonstrate their understanding of risk management and its role in financing decisions.</li> <li>• Students should be able to outline their funding needs and propose a strategy for obtaining financing.</li> </ul>	4 class sessions of 42 classes
Family Overview (link below)	Integration of Technology:
<a href="#">Introduction to Business 2, Unit 5 Family Friendly Link</a>	<i>Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning</i>
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):

Financial capital, finance, risk, risk-return trade-off, financial ratio analysis, liquid asset, liquidity ratios, asset management ratios, financial leverage, leverage ratios, profitability ratios, budgeted income statement, budgeted balance sheet, cash budget, trade credit, spontaneous financing, factor, line of credit, revolving credit agreement, commercial paper, retained earnings, covenant, equity, debt financing, capital structure, cash equivalents, U.S. Treasury bills (T-bills), money market mutual funds, capital budgeting, time value of money, certificate of deposit (CD), present value, net present value (NPV)	Banking websites Spreadsheet software
<b>Opportunities for Interdisciplinary Connections:</b>	<b>Anticipated misconceptions:</b>
Personal Finance, Economics, Math	<ul style="list-style-type: none"> <li>• Businesses can easily get loans or financing whenever they need it</li> <li>• All financing options are the same</li> <li>• Financing is only for big businesses</li> <li>• Financing means taking on debt</li> <li>• Once financing is secured the business is guaranteed success</li> </ul>
<b>Connections to Prior Units:</b>	<b>Connections to Future Units:</b>
Business Environment, Economics, Ethics	Marketing
<b>Differentiation through <i>Universal Design for Learning</i></b>	
<b>UDL Indicator</b>	<b>Teacher Actions:</b>
6.1 Guide appropriate goal-setting	6.1 Provide prompts and scaffolds to estimate effort, resources, and difficulty
<b>Supporting Multilingual/English Learners</b>	
<b>Related <i>CELP standards:</i></b>	<b>Learning Targets:</b>
<ul style="list-style-type: none"> <li>• 9-12.1 An EL can construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</li> <li>• 9-12.2 An EL can participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions</li> <li>• 9-12.4 An EL can construct grade appropriate oral and written claims and support them with reasoning and evidence.</li> <li>• 9-12.5 An EL can conduct research and evaluate and communicate findings to answer questions or solve problems.</li> <li>• 9-12.7 An EL can adapt language choices to purpose, task, and audience when speaking and writing.</li> <li>• 9-12.8 An EL can determine the meaning of words</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify the goal of financial management and the issues financial managers confront as they seek to achieve this goal</li> <li>• I can describe the tools financial managers use to evaluate their company's current financial condition and develop financial plans</li> <li>• I can evaluate the major sources of funds available to meet a firm's short-term and long-term financial needs</li> <li>• I can identify the key issues involved in determining a firm's capital structure</li> <li>• I can describe how financial managers acquire and manage current assets</li> <li>• I can explain how financial managers evaluate capital budgeting proposals to identify the best long-term investment options for their company</li> </ul>

<p>and phrases in oral presentations and literary and informational text.</p> <ul style="list-style-type: none"> <li>• 9-12.10 An EL can make accurate use of standard English to communicate in grade appropriate speech and writing.</li> </ul>			
<b>Lesson Sequence</b>	<b>Learning Target</b>	<b>Success Criteria/ Assessment</b>	<b>Resources</b>
1	I can identify the goal of financial management and the issues financial managers confront as they seek to achieve this goal	Students can identify the goal of financial management and determine solutions for a company's current financial condition	
	I can describe the tools financial managers use to evaluate their company's current financial condition and develop financial plans		
2	I can evaluate the major sources of funds available to meet a firm's short-term and long-term financial needs	Students can analyze short-term and long-term financing options the best meet the needs of a company	
	I can identify the key issues involved in determining a firm's capital structure		
3	I can describe how financial managers acquire and manage current assets	Students can research and explain real-world examples of companies acquiring and managing business assets	
	I can explain how financial managers evaluate capital budgeting proposals to identify the best long-term investment options for their company		



Unit Title	
Marketing	
Relevant Standards: <b>Bold indicates priority</b>	
<p>MBA Research Standards, Business Management - <b>Project Management</b>. Understands tools, techniques, and systems that are used to plan, implement, monitor, and evaluate business projects</p> <p>MBA Research Standards, General Management - <b>Customer Relations</b>. Understands the techniques and strategies used to foster positive, ongoing relationships with customers</p>	
Essential Question(s):	Enduring Understanding(s):
<ul style="list-style-type: none"> <li>• What are the objectives, process, and scope of marketing?</li> <li>• What role does the customer play in marketing?</li> <li>• How would you explain each element of marketing strategy?</li> <li>• How would you describe the consumer and business decision making process?</li> <li>• What are the elements of marketing research?</li> <li>• What role does social responsibility and technology play in marketing?</li> </ul>	<ul style="list-style-type: none"> <li>• Marketing involves creating, communicating, and delivering value to customers</li> <li>• Information is an integral part of CRM</li> <li>• Elements of marketing strategy include product, price, distribution, and promotion</li> <li>• Understanding customer needs includes studying consumer and business buyer behavior</li> <li>• Categories of marketing research data include secondary and primary data</li> <li>• Social responsibility movement and technology have impacted marketing in the last two decades</li> </ul>
Demonstration of Learning:	Pacing for Unit
<ul style="list-style-type: none"> <li>• Students should be able to explain the scope of marketing</li> <li>• Students should be able to explain the role of the customer in marketing</li> <li>• Students should be able to explain the roles of social responsibility and technology in marketing</li> <li>• Students should be able to demonstrate their ability to conduct market research and analyze the results</li> </ul>	4 of 42 classes
Family Overview (link below)	Integration of Technology:
<a href="#">Introduction to Business 2. Unit 6 Family Friendly Language</a>	<i>Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning</i>
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
Marketing, utility, marketing concept, customer relationship management (CRM), value, customer satisfaction, customer loyalty, marketing plan, market segmentation, target market, consumer marketers (B2C), business marketers (B2B), demographic segmentation, geographic segmentation, psychographic segmentation, behavioral segmentation, marketing mix, environmental scanning, market share,	Role play

consumer behavior, cognitive dissonance, business buyer behavior, marketing research, secondary data, primary data, observation research, survey research, green marketing, mass customization			
<b>Opportunities for Interdisciplinary Connections:</b>		<b>Anticipated misconceptions:</b>	
Psychology, Computer Software Applications, Introduction to Digital Media Production, Advanced Digital Media Production		<ul style="list-style-type: none"> <li>Marketing is only about advertising</li> <li>Marketing is only for big businesses</li> <li>Marketing guarantees immediate success</li> <li>Marketing is only about selling products</li> </ul>	
<b>Connections to Prior Units:</b>		<b>Connections to Future Units:</b>	
Business Environment, Communication, Economics, Law and Ethics, Financing		N/A	
<b>Differentiation through <i>Universal Design for Learning</i></b>			
<b>UDL Indicator</b>		<b>Teacher Actions:</b>	
5.1 Use multiple media for communication		5.1 Compose in multiple media such as text, speech, drawing, illustration, comics, storyboards, design, film, music, dance/movement, visual art, sculpture, or video	
<b>Supporting Multilingual/English Learners</b>			
<b>Related <i>CELP standards:</i></b>		<b>Learning Targets:</b>	
<ul style="list-style-type: none"> <li>9-12.1 An EL can construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</li> <li>9-12.2 An EL can participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions</li> <li>9-12.4 An EL can construct grade appropriate oral and written claims and support them with reasoning and evidence.</li> <li>9-12.5 An EL can conduct research and evaluate and communicate findings to answer questions or solve problems.</li> <li>9-12.7 An EL can adapt language choices to purpose, task, and audience when speaking and writing.</li> <li>9-12.8 An EL can determine the meaning of words and phrases in oral presentations and literary and informational text.</li> <li>9-12.10 An EL can make accurate use of standard English to communicate in grade appropriate speech and writing.</li> </ul>		<ul style="list-style-type: none"> <li>I can discuss the objectives, the process, and the scope of marketing</li> <li>I can identify the role of the customer in marketing</li> <li>I can explain each element of marketing strategy</li> <li>I can describe the consumer and business decision-making process</li> <li>I can discuss the key elements of marketing research</li> <li>I can explain the roles of social responsibility and technology in marketing</li> </ul>	
<b>Lesson Sequence</b>	<b>Learning Target</b>	<b>Success Criteria/ Assessment</b>	<b>Resources</b>
1	I can discuss the objectives, the process,	Students can analyze the	

	and the scope of marketing	impact of customer behavior and explain how businesses address those behaviors through marketing strategies.	
	I can identify the role of the customer in marketing		
2	I can explain each element of marketing strategy	Students can define and identify the key elements of a marketing strategy, including target market, product/service offering, pricing, promotion, and distribution.	
3	I can describe the consumer and business decision-making process	Students can describe the stages in the consumer and business decision-making process and describe the primary components of marketing research	
	I can discuss the key elements of marketing research		
4	I can explain the roles of social responsibility and technology in marketing	Students can define social responsibility in marketing and explain its significance in ethical and sustainable business practices.	