




Unit	Essential Questions	Content	Skills	Vocabulary	Formative & Summative Assessments
<p><b>Planning Function</b> (Week 1, 2 Weeks)</p>	<p>In a company that has over 1,000 employees and spends over \$100 million, how do you know what needs to be done? Who is going to do it? Who makes these decisions? Is time a factor?</p>	<p><b><u>Functions of management</u></b></p> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Organizing</li> <li>• Leading</li> <li>• Controlling</li> </ul> <p><b><u>Strategic &amp; Operational Plans</u></b></p> <ul style="list-style-type: none"> <li>• Who, Why, and How these are used and created</li> </ul> <p><b><u>Planning</u></b></p> <ul style="list-style-type: none"> <li>• Budgets</li> <li>• Schedules</li> <li>• Policies</li> <li>• Day planner</li> </ul> <p><b><u>The Decision Making Process</u></b></p> <ul style="list-style-type: none"> <li>• Recognizing a problem</li> <li>• Identifying it</li> <li>• Evaluating alternatives</li> <li>• Selecting and implementing an alternative</li> <li>• Following up</li> </ul>	<p><b><u>Strategic &amp; Operational Plans</u></b></p> <ul style="list-style-type: none"> <li>• Create strategic and operational plans for their own lives.</li> </ul> <p><b><u>Planning</u></b></p> <ul style="list-style-type: none"> <li>• Use planning tools</li> <li>• Select planning tools for given circumstances</li> </ul> <p><b><u>The Decision Making Process</u></b></p> <ul style="list-style-type: none"> <li>• Solve a problem by using the steps in the process</li> </ul>	<ol style="list-style-type: none"> <li>1. <b><u>Brainstorming</u></b> – Presenting a problem to a group and allowing group members to produce many ideas for the solution to the problem.</li> <li>2. <b><u>Day planner</u></b> – A hard copy or electronic way of planning daily activities that allows the user to better organize their time, keep track of meetings and events, etc.</li> <li>3. <b><u>Decision making process</u></b> – Recognizing a problem, identifying it, evaluating alternatives, selecting and implementing an alternative, and following up.</li> <li>4. <b><u>Planning</u></b> - Act of setting goals,</li> </ol>	<p><b>My Life plan</b> <b>Formative: Written Journal/Diary</b></p> <p>Have students identify their own future plans as strategic or operational plans (using 10 of their own life events).</p>

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				<p>developing strategies and tactics, and outlining tasks and timelines to meet those goals.</p> <p>5. <b>Planning tools</b> – Those items that make it easier for a person or organization to set goals, develop strategies, and outline tasks and schedules to accomplish goals.</p> <p>6. <b>Strategic objectives</b> - The process of determining a company's long-term objectives and then identifying the best approach for achieving those goals.</p> <p>7. <b>Budget</b> – Statement of expected results or requirements expressed in financial or numerical terms.</p> <p>8. <b>Management functions</b> – The activities of planning, leading, organizing, and controlling.</p> <p>9. <b>Computers</b> – Programmable electronic devices that can store,</p>	

Unit	Essential Questions	Content	Skills	Vocabulary, and process data.	Formative & Summative Assessments
<p><b>Organizing Function</b> (Week 3, 2 Weeks)</p>	<p>Have you ever seen a McDonald's fail? Why not? What is the difference between a McDonald's and any other company?</p> <p>You come up with a great idea that you think is the next million dollar product, what do you do next?</p>	<p><b><u>Basic Ownership Forms (characteristics, advantages, disadvantages)</u></b></p> <ul style="list-style-type: none"> <li>• Sole Proprietorship</li> <li>• Partnership</li> <li>• Corporation</li> <li>• LLC</li> <li>• Franchise (understand franchisor/franchisee relationship)</li> </ul> <p><b><u>Types of Organization Structures: Organizational Charts</u></b></p> <ul style="list-style-type: none"> <li>• Line</li> <li>• Line &amp; Staff</li> <li>• Matrix</li> <li>• Team</li> </ul> <p><b><u>Management Structures (characteristics, advantages &amp; disadvantages)</u></b></p> <ul style="list-style-type: none"> <li>• Centralized</li> <li>• Decentralized</li> </ul> <p><b><u>Starting a Business</u></b></p> <ul style="list-style-type: none"> <li>• Steps and information for starting a business in Utah</li> </ul>	<p><b><u>Basic Ownership Forms</u></b></p> <ul style="list-style-type: none"> <li>• Categorize different companies into ownership forms within your local community</li> <li>• Navigate Utah.gov and distinguish between the legal aspects of each ownership form</li> </ul> <p><b><u>Types of Organization Structures: Organizational Charts</u></b></p> <ul style="list-style-type: none"> <li>• Determine instances for when each organizational structure might be used in a real business setting</li> </ul> <p><b><u>Management Structures (characteristics, advantages &amp; disadvantages)</u></b></p> <ul style="list-style-type: none"> <li>• Investigate companies (through interviews or news reports) and label each company as centralized, provide rationale for response</li> </ul> <p><b><u>Starting a Business</u></b></p> <ul style="list-style-type: none"> <li>• Generate a check-list for things you would need to do to start a business using  <a href="http://utah.gov/business/starting.html">http://utah.gov/business/starting.html</a></li> </ul>	<p>1. <b><u>Centralized</u></b> – Communications by team members through a single person to solve problems or make decisions.</p> <p>2. <b><u>Decentralized</u></b> – System in which team members communicate freely among themselves to arrive at decisions together.</p> <p>3. <b><u>Corporation</u></b> – Legal Entity with authority to act and incur liability separate from its owners.</p> <p>4. <b><u>Franchise</u></b> - A license, granted by one company (franchisor) to another company or person (franchisee), entitling the franchisee to produce or market a product or service in a specific area.</p> <p><b><u>Franchiser</u></b> – The seller of a franchise. The license is usually reviewed</p>	<p><b>Organizing Unit test</b></p> <p><b>Summative: Test: Standardized</b></p> <p>Vocabulary Knowledge test</p>

<i>Unit</i>	<i>Essential Questions</i>	<i>Content</i>	<i>Skills</i>	<i>Vocabulary</i> , periodically, typically every 6 months or annually.	<i>Formative &amp; Summative Assessments</i>
				<p>5. <b><u>Joint venture</u></b> - An agreement between two or more firms to undertake the same business strategy and plan of action resulting in sharing a foreign business or government's operation costs, risks, and management.</p> <p>6. <b><u>Line-and-Staff</u></b> – Structure that combines the direct flow of authority of a line or organization with staff departments that serve, advise, and support the line department.</p> <p>7. <b><u>Organizational chart</u></b> - A graphic representation of how authority and responsibility is distributed within a company or other organization.</p> <p>8. <b><u>Organizing</u></b> - To put together into an orderly, functional, structured whole.</p> <p>9. <b><u>Partnership</u></b> – An association of two</p>	

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<p><b>Leading Function</b> (Week 4, 2 Weeks)</p>	<p>What makes a leader? What is the difference between a manager and a leader? What are the most important qualities in a leader?</p>	<p><b><u>What makes a leader? (Define Leadership)</u></b></p> <ul style="list-style-type: none"> <li>• Qualities</li> <li>• Directing</li> <li>• Culture (relate to working with others)</li> </ul> <p><b><u>Leadership Styles: Compare &amp; Contrast</u></b></p> <ul style="list-style-type: none"> <li>• Autocratic</li> <li>• Democratic</li> <li>• Laissez-Faire</li> </ul> <p><b><u>Motivation techniques</u></b></p> <ul style="list-style-type: none"> <li>• Empowerment</li> <li>• Goal-setting</li> <li>• Job advancement</li> <li>• Cross-training</li> <li>• Self-direction</li> <li>• Review of Maslow's &amp; Herzberg's</li> </ul>	<p>Students will be able to: Define Leadership Recognize leadership qualities in yourself and in others Compare &amp; Contrast Leadership Styles Decide which leadership style best fits your personality Understand Motivation techniques</p>	<p>or more persons who jointly own a business and where all partners have unlimited liability for business debts.</p> <ol style="list-style-type: none"> <li>1. <b><u>Autocratic leadership style</u></b> – Leader reaches a decision, communicates the decision to subordinates, and requires them to implement it without further input.</li> <li>2. <b><u>Culture</u></b> – A group's social heritage, including behavior patterns and values.</li> <li>3. <b><u>Democratic leadership style</u></b> – A set up leadership characteristics favoring social equality that encourages participation of all team members in the decision-making process.</li> <li>4. <b><u>Directing</u></b> – Providing leadership to give direction so activities can be</li> </ol>	<p><b>Study a business leader and prepare oral presentation or written report</b> <b>Summative: Written: Report</b> Required by State</p>

<i>Unit</i>	<i>Essential Questions</i>	<i>Content</i>	<i>Skills</i>	<i>Vocabulary</i> accomplished in a timely manner. 5. <b><u>Empowerment</u></b> - To delegate responsibility and authority to an employee to complete a task. 6. <b><u>Laissez-faire leadership style</u></b> – A leadership philosophy or practice characterized by a usually deliberate abstention from direction or interference especially with individual freedom of choice and action. 7. <b><u>Leadership</u></b> – Act of motivating or causing others to perform activities designed to achieve specific objectives. 8. <b><u>Leadership style</u></b> – The way a leader chooses to act to motivate or cause others to perform activities designed to achieve specific objectives. 9. <b><u>Cross training</u></b> – To provide training in different tasks or skills than those usually needed so the employee can	<b><i>Formative &amp; Summative Assessments</i></b>

Unit	Essential Questions	Content	Skills	Vocabulary	Formative & Summative Assessments
<p><b>Controlling Function</b> (Week 6, 2 Weeks)</p>	<p>What options does a company have if the route they are on isn't working?</p>	<p>Mission Statements</p> <ul style="list-style-type: none"> <li>Goals</li> <li>Objectives</li> </ul> <p>Alternative Actions</p> <ul style="list-style-type: none"> <li>Changing Goals</li> <li>Changing Strategies</li> </ul> <p>Operations Management</p> <ul style="list-style-type: none"> <li>Process Improvement</li> </ul> <p>Vocabulary</p>	<p>Students will be able to: Explain why a business needs to have a mission statement; Establish standards goals; Measure and compare performance; Take corrective action when performance falls short.</p>	<p>do another job if the need arises.</p> <ol style="list-style-type: none"> <li><b>Controlling</b> – Evaluating the organization's performance to determine whether it is accomplishing its objectives.</li> <li><b>Evaluate performance expectations</b> - To determine the significance, worth, or condition of usually by careful appraisal and study. Results are the ultimate goal.</li> <li><b>Mission statement</b> - Definitive scope of the overall business, in a concise narrative format.</li> </ol>	<p><b>Final Project Summative: Oral: Presentation</b></p> <p>Required by USOE Locate information on an existing corporation. Include the following: mission statement, code of ethics (conduct), company history (story), current leadership, and current financial statements</p> <p>OR</p> <p>Create a business plan</p>
<p><b>Accounting &amp; Financial Information</b> (Week 8, 2 Weeks)</p>	<p>Why is it important for a business to keep track of the money it earns and spends? What would happen if it didn't?</p>	<p>Basic Financial Terms</p> <p>Financial Statements</p> <ul style="list-style-type: none"> <li>Types of financial statements</li> <li>Purpose of financial statements</li> </ul> <p>Business Financing Sources</p>	<ul style="list-style-type: none"> <li>Analyze a balance sheet, an income statement, and a cash flow statement</li> <li>Interpret data on financial statements</li> <li>Differentiate between different sources used to finance a business</li> </ul>	<ol style="list-style-type: none"> <li><b>Balance sheet</b> – Statement of a firm's financial position on a particular date; including assets, liabilities, and owner's equity.</li> <li><b>Break-even analysis</b> – Method of determining the minimum sales</li> </ol>	<p><b>Financial Statement Summative: Skill Demonstration</b></p> <p>Required by State: Analyze a financial statement. <i>Income Statement, Balance Sheet or Cash Flow Statements</i></p>

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				<p>volume needed at a certain price to cover all costs. There would be no profit or loss at this point.</p> <p>3. <b><u>Financial statements</u></b> - Financial report that summarizes accounting data, balance sheet and income statement are examples.</p> <p>4. <b><u>Income statement</u></b> – A financial record of sales, expenses, and net profit for a given period.</p> <p>5. <b><u>Net income</u></b> - The amount remaining when expenses are deducted from gross income.</p> <p>6. <b><u>Debt financing</u></b> – Raising money through selling bonds, notes, or mortgages or borrowing direction from financial institutions.</p> <p>7. <b><u>SBA (Small Business Administration) loan</u></b> – Obtaining a loan for the purpose of starting or continuing a small business. The SAB is a Federal government</p>	<p><b>Create a Balance Sheet</b> Formative: Writer Journal/Diary</p> <p>Create a balance sheet for yourself (as of today) by determining what assets you own and what liabilities you owe.</p> <p><b>Create an Income Statement</b> Formative: Writer Journal/Diary</p> <p>Using your own income and expenses, create a income statement for yourself for a one month period of time.</p> <p><b>Unit Exam</b> <b>Summative: Test: Common</b> Unit Exam</p>




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<p><b>Basic Economic Concepts</b> (Week 10, 2 Weeks)</p>	<p>Why can't everyone have everything they want whenever they want it?</p>	<p>Basic Economic Terms</p> <ul style="list-style-type: none"> <li>• Business cycle</li> <li>• Economic resources</li> <li>• Factors of production</li> <li>• Scarcity</li> <li>• Utility</li> </ul> <p>Economic Systems</p> <ul style="list-style-type: none"> <li>• Capitalism</li> <li>• Socialism</li> <li>• Communism</li> <li>• Mixed economy</li> </ul> <p>Global Economics</p> <ul style="list-style-type: none"> <li>• Balance of trade</li> <li>• International Business Environment</li> <li>• Trade barriers</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the phases of the Business Cycle</li> <li>• Compare and contrast capitalism, socialism, communism, and mixed economy.</li> <li>• Recognize the importance of global economies.</li> <li>• Describe the effect supply and demand has on the price of a product or service.</li> <li>• Explain how federal laws help regulate competition.</li> </ul>	<p>agency in Washington, D.C. that makes low interest loans to qualified small businesses.</p> <p>8. <b>Venture capitalists</b> – Organizations or individuals that make money available for investment in innovative enterprises or research, especially in high technology, in which both the risk of loss and the potential for profit may be high.</p> <p>1. <b>Added value</b> - takes an existing product, adds additional "value" usually in the form of a specific application, packaging, etc. and resells it as a new product or "package."</p> <p>2. <b>Depression</b> – A period of low general economic activity marked especially by rising levels of unemployment.</p>	<p><b>Create a supply and demand curve for a given product.</b> <b>Formative: Skill Demonstration</b></p> <p><b>Summative: Other Quiz</b> Vocabulary Quiz</p>

Unit	Essential Questions	Content	Skills	Vocabulary	Formative & Summative Assessments
		<p>Supply and Demand</p> <ul style="list-style-type: none"> <li>• Laws of Supply &amp; Demand</li> <li>• Price determination</li> </ul> <p>Competition</p> <ul style="list-style-type: none"> <li>• Government regulation</li> <li>• Monopoly, monopolistic competition, oligopoly, and pure competition</li> </ul>		<p>3. <b>Economics</b> – The study of the decisions or choices that go into making, distributing, and consuming products.</p> <p>4. <b>Exchange rates</b> - Rate at which one country's currency is exchanged for another's currency.</p> <p>5. <b>Factors of production</b> - Resources used in the process of production. These are usually divided into three main groups—natural (land), human resources (labor) and capital (money)—but may also include entrepreneurship.</p> <p>6. <b>Form utility</b> – Utility created by converting raw materials and other inputs into finished goods and services.</p> <p>7. <b>Inflation</b> - When the amount of money supply and business activity dramatically increases, accompanied by sharply rising prices.</p>	

Unit	Essential Questions	Content	Skills	8. <u>International trade</u> - Trade between two or more partners from different countries (an exporter and an importer). Early international trade consisted mostly of barter transactions.	Formative & Summative Assessments
				<p>9. <u>Oligopoly</u> - Not quite a monopoly, but getting there. A small group of large suppliers dominate a market, providing similar versions of a product, like soft drinks.</p> <p>10. <u>Profits</u> - The excess of income over all costs, including the interest cost of the wealth invested. The net income of a business is not an accurate measure of its profit.</p> <p>11. <u>Pure monopoly</u> - A <b>market</b> in which only one firm has total control over the entire <b>market</b> for a product due to some sort of barrier to entry for other firms, often a <b>patent</b> held by the controlling firm.</p>	

<i>Unit</i>	<i>Essential Questions</i>	<i>Content</i>	<i>Skills</i>	<sup>12</sup> <b>Recession</b> - A period of general economic decline; specifically, a decline in gross domestic product (GDP) for two or more consecutive quarters. <b>Vocabulary</b> 13. <b>Sherman Act</b> – Passed in 1890. Made it illegal for companies to create monopolies.	<b>Formative &amp; Summative Assessments</b>
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<p><b>Marketing</b> (Week 12, 1 Week)</p>	<p>What is marketing? How can you see marketing happening in your daily life?</p>	<p><b><u>Marketing Mix</u></b></p> <ul style="list-style-type: none"> <li>• Product</li> <li>• Price</li> <li>• Place</li> <li>• Promotion</li> </ul> <p><b><u>Product Development</u></b></p> <ul style="list-style-type: none"> <li>• Packaging</li> <li>• Customer needs &amp; wants</li> <li>• Market Segmentation</li> <li>• Market Research</li> </ul> <p><b><u>Pricing</u></b></p> <ul style="list-style-type: none"> <li>• Break-even analysis</li> <li>• Cost</li> <li>• Supply &amp; Demand</li> <li>• Pricing strategies (odd-even pricing, bundling, loss leader, price lining)</li> </ul> <p><b><u>Place</u></b></p> <ul style="list-style-type: none"> <li>• Channel of Distribution</li> <li>• Internet influence on Place</li> <li>• Product placement</li> </ul> <p><b><u>Promotion</u></b></p> <ul style="list-style-type: none"> <li>• Outdoor Advertisement</li> <li>• Radio</li> <li>• Television</li> <li>• Sampling</li> <li>• Coupon</li> <li>• Social media</li> <li>• Contests</li> <li>• Giveaway</li> <li>• Direct Mail</li> </ul>	<p><b><u>Marketing Mix</u></b></p> <ul style="list-style-type: none"> <li>• Product</li> <li>• Price</li> <li>• Place</li> <li>• Promotion</li> </ul> <p><b><u>Product Development</u></b></p> <ul style="list-style-type: none"> <li>• Use market research and segmentation to create a product that will meet the needs/wants of a specific customer</li> </ul> <p><b><u>Pricing</u></b></p> <ul style="list-style-type: none"> <li>• Set a price for the product</li> </ul> <p><b><u>Place</u></b></p> <ul style="list-style-type: none"> <li>• Identify the distribution and placement for your product</li> </ul> <p><b><u>Promotion</u></b></p> <ul style="list-style-type: none"> <li>• Justify your choice of promotion to match your segment.</li> </ul>	<p>1. <b><u>Market segmentation</u></b> - To divide a market by a strategy directed at gaining a major portion of sales to a subgroup in a category, rather than a more limited share of purchases by all category users.</p> <p>2. <b><u>Marketing mix</u></b> - Organization's combined <b>product, pricing, distribution,</b> and <b>promotional</b> strategies.</p> <p>3. <b><u>Marketing research</u></b> - The systematic gathering, recording, analyzing, and use of data relating to the transfer and sale of goods and services from producer to consumer.</p> <p>4. <b><u>SWOT</u></b> – A business analysis using strengths, weaknesses, opportunities and threats.</p>	<p><b>Test</b> <b>Summative: Test: Standardized</b></p>

Unit <b>Human Resource</b>	<b>Essential Questions</b> You are a manager of a company. One of your	<b>Content</b> <u>Motivation Theories:</u>	<b>Skills</b> Students will be able to do the following: <u>Motivation Theories:</u>	<b>Vocabulary</b> 1. <u>Affirmative-action programs</u>	<b>Formative &amp; Summative Assessments</b> Summative: <b>Written: Informative</b> State Required  HumanResource
<b>Management</b> (Week 13, 1 Week)	employees is continually late and has poor work performance. What could be causing this? How can a manager turn this poor employee to his most valuable? Is it possible? What can be done if it isn't?	<ul style="list-style-type: none"> <li>• Maslow's Hierarchy of Needs</li> <li>• Herzberg's Theory</li> </ul> <p><b><u>Management Theories (Compare &amp; Contrast)</u></b></p> <ul style="list-style-type: none"> <li>• Theory X</li> <li>• Theory Y</li> <li>• Theory Z</li> </ul> <p><b><u>Human Resource Management (define) Responsibilities</u></b></p> <ul style="list-style-type: none"> <li>• Recruiting</li> <li>• Hiring</li> <li>• Training</li> <li>• Appraising</li> <li>• Firing</li> </ul> <p><b><u>Employee Arrangements</u></b></p> <ul style="list-style-type: none"> <li>• Teams</li> <li>• Flexible Work Schedules</li> <li>• Job-sharing</li> <li>• telecommuting</li> <li>• Current legislation</li> </ul> <p><b><u>Compensation (definition) &amp; Benefits (define)</u></b></p> <ul style="list-style-type: none"> <li>• Wages</li> <li>• Salary</li> <li>• Retirement Benefits</li> <li>• Taxes (FICA, Social Security Act, Federal, State Tax)</li> <li>• Insurance</li> <li>• Unemployment Insurance</li> </ul> <p><b><u>Issues in Human Resource Management</u></b></p>	<ul style="list-style-type: none"> <li>• Locate issues that maybe interfering with the work of an employee based on motivation theories</li> </ul> <p><b><u>Management Theories (Compare &amp; Contrast)</u></b></p> <ul style="list-style-type: none"> <li>• Identify the differences between management theories when they see it in a real context (using videos and role plays)</li> </ul> <p><b><u>Human Resource Management (define) Responsibilities</u></b></p> <ul style="list-style-type: none"> <li>• Create a training plan to improve an employees performance (problem supplied by teacher)</li> </ul> <p><b><u>Create Employee Arrangements</u></b></p> <ul style="list-style-type: none"> <li>• Construct a plan for non-traditional employees to succeed in your workplace</li> </ul> <p><b><u>Compensation (definition) &amp; Benefits (define)</u></b></p> <ul style="list-style-type: none"> <li>• Categorize compensation vs. benefits on a Wages</li> <li>• Salary</li> <li>• Retirement Benefits</li> <li>• Taxes (FICA, Social Security Act, Federal, State Tax)</li> <li>• Insurance</li> <li>• Unemployment Insurance</li> </ul> <p><b><u>Issues in Human Resource Management</u></b></p> <ul style="list-style-type: none"> <li>• Nepotism</li> <li>• Recruitment</li> </ul>	<p>Program set up by a business firm to increase employment opportunities for women and minorities.</p> <p>2. <b><u>Benefits</u></b> – Non-wage compensation provided to employees— includes such things as paid vacation, sick leave, insurance, etc.</p> <p>3. <b><u>Comparable worth</u></b> – The idea that one group of individuals such as women should get pay equal to men for performing the same type of work with regard to such things as difficulty and responsibility or requiring similar levels of education and/or training.</p> <p>4. <b><u>Compensation</u></b> – Payment, usually monetary, received as payment or reparation for goods or services.</p> <p>5. <b><u>Flexible work schedules</u></b> - A system that allows</p>	

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		<ul style="list-style-type: none"> <li>• Nepotism</li> <li>• Recruitment</li> <li>• Affirmative Action</li> <li>• Comparable worth</li> </ul>	<ul style="list-style-type: none"> <li>• Affirmative Action</li> <li>• Comparable worth</li> </ul>	<p>employees to choose their own times for starting and finishing work within a broad range of available hours.</p> <p>6. <b><u>Herzberg Theory</u></b> - <b><i>Two Factor</i></b> theory of human motivation. According to his theory people were influenced by two factors. <b><i>Satisfaction and psychological growth was a factor of motivation factors.</i></b> <b><i>Dissatisfaction was a result of hygiene factors.</i></b> <i>Essentially, hygiene factors were needed to ensure an employee was not dissatisfied. In order to motivate an employee into higher performance motivation factors were needed.</i></p> <p>7. <b><u>Human resource department</u></b> - The department of a business concerned with recruiting and managing employees.</p>	

Unit	Essential Questions	Content	Skills	8. <b>Human resource management</b> – Branch of a business that deals with the creation and management of systems that integrate people, materials, and energy in productive ways.	<b>Formative &amp; Summative Assessments</b>
				<p>9. <b>Maslow's hierarchy of needs</b> – A pyramid of needs consisting of physiological, safety, social, esteem, and self actualization; where lower level needs are met before higher level needs.</p> <p>10. <b>Nepotism</b> - The practice of giving promotions, basic employment, higher earnings, and other benefits to employees who are relatives of management.</p> <p>11. <b>Recruitment</b> – The process of persuading someone or a business entity to become a new member of an organization.</p> <p>12. <b>Theory X</b> – Management</p>	



<i>Unit</i>	<i>Essential Questions</i>	<i>Content</i>	<i>Skills</i>	<i>Vocabulary</i>	<i>Formative &amp; Summative Assessments</i>
				<p>assumption that workers dislike work and must be coerced, controlled, or threatened to motivate them to work. Belief that employees need constant supervision.</p> <p>13. <b>Theory Y</b> – Managerial assumption that workers like work; and, under proper conditions, accept and work out responsibilities to fulfill their social, esteem, and self-actualization needs. Belief that employees are motivated to work and thrive in a culture that supports motivation.</p> <p>14. <b>Theory Z</b> – Management approach emphasizing employee participation as the key to increased productivity and improved quality of work life. Belief that management should create an environment for employees that values both</p>	

<i>Unit</i>	<i>Essential Questions</i>	<i>Content</i>	<i>Skills</i>	<i>Vocabulary</i>	<i>Formative &amp; Summative Assessments</i>
				<p>performance and involvement.</p> <p>15. <b><u>Training</u></b> - Education to develop a person's professional skills.</p> <p>16. <b><u>Unemployment insurance</u></b> - State run insurance program funded by employers and payroll taxes that provide workers with weekly payments when they are fired or laid off.</p> <p>17. <b><u>Whistle blowers</u></b> - A person or persons who tell someone in authority about something illegal that is happening, especially in a government department or a company.</p> <p>18. <b><u>Social Security Act</u></b> - A law passed in 1935 providing old-age retirement insurance, a federal-state program of unemployment compensation, and federal grants for state welfare programs.</p>	

<i>Unit</i>	<i>Essential Questions</i>	<i>Content</i>	<i>Skills</i>	<i>Vocabulary</i>	<i>Formative &amp; Summative Assessments</i>
<p><b>Ethics &amp; Social Responsibility in Business</b> (Week 14, 1 Week)</p>	<p>Why is honesty important in business? Who's rules matter?</p>	<p>Define:</p> <ul style="list-style-type: none"> <li>• Business Ethics</li> <li>• Code of Ethics</li> <li>• Environmental control</li> <li>• Social responsibility</li> </ul> <p>Understand the effects of:</p> <ul style="list-style-type: none"> <li>• philanthropy on business</li> <li>• human rights violations</li> <li>• child labor</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize the importance of ethics</li> <li>• Determine the ethical course of action</li> </ul> <p>Investigate and report on current company's business dealings in various areas including:</p> <ul style="list-style-type: none"> <li>• Philanthropy</li> <li>• Human Rights Violations</li> <li>• Child Labor</li> <li>• Environmental regulations</li> </ul>	<ol style="list-style-type: none"> <li>1. <b>Business ethics</b> – Standards of business conduct and moral values.</li> <li>2. <b>Code of Ethics</b> – Principles of conduct to be used in making decisions within a company.</li> <li>3. <b>Environmental control</b> - Protection of the environment through policies and laws concerning the control of the environment.</li> <li>4. <b>Social responsibility</b> - The idea that businesses should not function amorally, but instead should contribute to the welfare of their communities.</li> </ol>	<p><b>Business Ethics Case Study Summative: Written: Informative</b></p> <p>Required by State: Analyze business ethics case study, current event, or example.</p>
<p><b>Legal Aspects that Regulate Business</b> (Week 15, 1 Week)</p>	<p>Can you imagine working in a factory when you were 8 years old? What if there were no lights or heat in that factor? What changed from the early 1900's until now that has made</p>	<p><b><u>Labor Legislation in the Workplace</u></b></p> <ul style="list-style-type: none"> <li>• Drug testing</li> <li>• ADA</li> <li>• Sexual Harrassment</li> <li>• Right to Privacy</li> <li>• FLSA</li> </ul>	<p><b><u>Laws and Agencies</u></b></p> <ul style="list-style-type: none"> <li>• Locate several instances where a government agency has helped protect the rights or environment conditions for someone from certain groups. (youth, elderly, women, long hours, unsafe conditions)</li> </ul>	<ol style="list-style-type: none"> <li>1. <b>Interstate Commerce Act</b> – Passed in 1887 by Congress to force railroads to publish their rates and forbade them to change rates</li> </ol>	<p><b>Unit Vocab Summative: Test: Standardized</b></p> <p>Vocabulary Knowledge Test</p>

<i>Unit</i>	these things no longer an issue?	<b>Government Agencies &amp; <u>purpose</u></b>	<b>Skills</b> Justify why some laws or acts were put into effect	<b>Vocabulary</b> without notifying the public. Also established the Interstate	<b>Formative &amp; Summative Assessments</b>
		<ul style="list-style-type: none"> <li>• OSHA</li> <li>• EEOC</li> <li>• FTC</li> <li>• Consumer Product Safety Commission</li> </ul> <p><b><u>Product/Intellectual Protection</u></b></p> <ul style="list-style-type: none"> <li>• Copyright</li> <li>• Trademark</li> <li>• Patent</li> </ul> <p><b><u>Acts</u></b></p> <ul style="list-style-type: none"> <li>• Sherman Act</li> <li>• Clayton Act</li> <li>• Wheeler-Lea Act</li> <li>• Interstate Commerce Act</li> </ul>	<ul style="list-style-type: none"> <li>• Justify the necessity for product/intellectual protection laws</li> </ul>	<p>Commerce Commission (ICC) to supervise the railroads.</p> <p>2. <b><u>Patent</u></b> – Document issued by the federal government giving exclusive rights to inventors and companies for particular inventions.</p> <p>3. <b><u>Product safety</u></b> – The degree to which a product is safe from undergoing or causing hurt, injury, or loss; governed by the Consumer Product Safety Commission.</p> <p>4. <b><u>Trademark</u></b> – Name, symbol or slogan a business uses to identify its goods.</p> <p>5. <b><u>Wheeler-Lea Act</u></b> – Passed in 1938. Bans unfair or deceptive acts or practices. Businesses must inform consumers of possible negative consequences of</p>	

Unit	Essential Questions	Content	Skills	Vocabulary	Formative & Summative Assessments
				<p>using their products.</p> <p>6. <b><u>Copyright</u></b> – Legal protection provided to creative work such as books, movies and music.</p> <p>7. <b><u>OSHA (Occupational Safety and Health Administration)</u></b> - An arm of the U.S. Department of Labor that attempts to keep people safe in their workplace by setting safety standards and enforcing them. OSHA will inspect for such problems as contaminants in a factory’s air.</p> <p>8. <b><u>Clayton Act</u></b> – Passed in 1914. Makes it illegal to charge different prices to different wholesale customers. It also bans the practice of requiring a customer to purchase a second good.</p> <p>9. <b><u>Sherman Act</u></b> – Passed in 1890. Made it illegal for companies to create monopolies.</p>	

