

DESE Model Curriculum: Business Management (CIP Code: 52.0701/52.0101)
 GRADE LEVEL/UNIT TITLE: 11-12/Explore Legal, Ethical, & Social Aspects of Management

COURSE INTRODUCTION		
<p>An instructional program that generally describes the planning, organizing and controlling of a business, including organizational and human aspects, with emphasis on various theories of management, the knowledge and understanding necessary for managing people and functions, and decision making.</p> <p>Business management prepares students for administrative and management occupations. Students learn to make decisions based on data, develop leadership skills, and select appropriate management styles for varying employment situations. Not only is this area of study vital to the development of all business students, it also provides skills and knowledge that can be used effectively on many occasions when professional management skills are needed.</p> <p>This course is designed to help students develop an understanding of skills and resources needed to manage a business. Instruction includes a general overview of American business, forms of business ownership, personnel management, labor-management relations, public and human relations, taxation, and government regulations. The use of computers and software as tools in making business decisions in areas such as accounting, sales analysis, and inventory control is also introduced.</p>		
UNIT DESCRIPTION	SUGGESTED UNIT TIMELINE	
Students will learn how ethics and social responsibility impact businesses.	1 week	
	CLASS PERIOD (min.)	
	50 min.	
ESSENTIAL QUESTIONS		
1. How can businesses demonstrate social responsibility? 2. Why are ethics important in business?		
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	MBA RESEARCH STANDARDS	DOK
1. Identify current laws and regulations affecting the establishment and operation of businesses	1. Understands business's responsibility to know, abide by, and enforce laws, regulations, and ethical behavior that affect business operations and transactions.	1
2. Explain the elements of federal legislation relevant to staffing	1. Understands business's responsibility to know, abide by, and enforce laws, regulations, and ethical behavior that affect business operations and transactions.	3

DESE Model Curriculum: Business Management (CIP Code: 52.0701/52.0101)
GRADE LEVEL/UNIT TITLE: 11-12/Explore Legal, Ethical, & Social Aspects of Management

3. Discuss ethical behaviors in the workplace	<ol style="list-style-type: none"> 1. Understands the economic principles and concepts fundamental to business operations. 2. Understands techniques, strategies, and systems used to foster self-understanding and enhance relationships with others. 3. Understands tools, strategies, and systems needed to access, process, maintain, evaluate, and disseminate information to assist business decision making. 4. Understands the processes and systems implemented to monitor, plan, and control the day-to-day activities required for continued business functioning. 	2
4. Demonstrate characteristics of an acceptable work ethic (e.g., attendance, attire)	<ol style="list-style-type: none"> 1. Understands the economic principles and concepts fundamental to business operations. 2. Understands techniques, strategies, and systems used to foster self-understanding and enhance relationships with others. 	2
5. Identify business' responsibilities in the workplace, community, and society	<ol style="list-style-type: none"> 1. Understands business's responsibility to know, abide by, and enforce laws, regulations, and ethical behavior that affect business operations and transactions. 2. Understands the economic principles and concepts fundamental to business operations. 3. Understands the processes and systems implemented to monitor, plan, and control the day-to-day activities required for continued business functioning. 4. Understands the concepts and strategies needed to communicate information about products, services, images, and/or ideas to achieve a desired outcome. 	1

ASSESSMENT DESCRIPTIONS

1. Website for samples on developing a Business Survey www.samplequestionnaire.com/management-questionnaire-template.html
2. Cooperative Learning (Group work rubric example) <http://www2.uwstout.edu/content/profdev/rubrics/secondaryteamworkrubric.html>
3. Essay writing rubric Examples: <http://www.teachervision.fen.com/rubrics/teaching-methods/6359.html>
4. *Attach Unit Summative Assessment, including Scoring Guides/Scoring Keys/Alignment Codes and DOK Levels for all items. Label each assessment according to the unit descriptions above (i.e., Grade Level/Course Title/Course Code, Unit #.)

DESE Model Curriculum: Business Management (CIP Code: 52.0701/52.0101)
 GRADE LEVEL/UNIT TITLE: 11-12/Explore Legal, Ethical, & Social Aspects of Management

OBJ. #	INSTRUCTIONAL STRATEGIES
3	1. Guided Practice, Independent Practice, & Guest Speaker: <ul style="list-style-type: none"> • Teacher led discussion: Coordinate a “dress up” day (perhaps during FBLA-PBL week) after providing appropriate guidelines(handout) and discussing a typical attendance policy (use local schools attendance policy as an example) obtained from a local business. (great time to discuss FBLA Dress Code – see unit Resources) • Student research – Assign each student a business and have them interview someone from a local business (a parent) or research on the internet the dress code/attendance policy of the business and then write a short essay describing the policies. • Invite a speaker from an area business (Human Resource Department) to talk about company policy on dress code, attendance, rules and regulations about hiring, etc.
3-5	2. Guided Practice - Open dialogue: Ask students to first define ETHICS. This will give the instructor an idea of the students’ experiences and background with the topic. Key words should be recorded on newsprint, chalkboard, overhead, etc. The intent of this discussion is to generate key words such as: values, belief or belief system, morals, principles, code of right and wrong, social values, etc.
1, 2	3. Independent Practice , student research – Students conduct research for laws and regulations on starting businesses.
OBJ. #	INSTRUCTIONAL ACTIVITIES
3	1. Go to the web site www.ceres.org and research CERES PRINCIPLES. Assign each student a principle and have them write a short paragraph describing the principle in addition have the student research a company that is practicing the principle and an example of that practice.
3-5	2. Students will contact local business owners from surrounding rural and urban areas to compare their policies on: attire, ethics, and attendance ect. (see website link in Assessments for ideas on developing a survey)
1, 2	3. WebQuest: Students will search the internet for laws and regulations on starting the following forms of Businesses: (Proprietorship, Partnership, and Corporation ect.) (see link in unit resources – Business Informational website and Missouri Legal Website)
UNIT RESOURCES	
1. Business Registration Checklist: http://www.business.mo.gov/BusinessRegistrationChecklist.pdf 2. Missouri Legal Website: http://www.business.mo.gov/register.asp 3. FBLA Dress Code www.fbla-pbl.org 4. Ethics and Social Responsibility www.enotes.com/social-responsibility-organizational-ethics-reference/social-responsibility-organizational-ethics 5. Laws and Regulations regarding opening a business: http://www.business.gov/we-have-moved.html 6. Business informational website: http://www.sba.gov/category/navigation-structure/starting-managing-business/starting-business/establishing-business/incorporating-registering-your-	