

El Monte Union High School District Course Outline

3/10/07

High School District
(currently offered at RHS)

Title: Foundations of Business
Management

Transitional* _____ (Eng. Dept. Only)

Sheltered (SDAIE)* ___ Bilingual* ___

AP** _____ Honors** _____

Department: Business

Grade Level (s): 9

Semester X Year _____

Year of State Framework Adoption: 2007

This course meets graduation requirements:

- English
- Fine Arts
- Foreign Language
- Health & Safety
- Math
- Physical Education
- Science
- Social Science

Department Cluster Approval Date

1. **Prerequisite(s):** Acceptance into the Restaurant Management Academy Program at Rosemead High School.

2. **Short description of course:** Students learn the role of business and its impact on the lives of individuals, consumers, workers, and citizens. Business Foundations covers small-business management, business fundamentals, career planning, social responsibility and ethics in our society. Fundamental concepts in economics, technology, financial operations, risk management, consumer decision-making, and insurance will also be covered. Students will get a solid introduction in essential business concepts as they apply to the Restaurant Management Academy at Rosemead High School. This class qualifies for technology credit. Students will learn and apply Keyboarding, Microsoft Word, Excel and PowerPoint throughout the course.

3. **ESLRS** (Expected School Wide Learning Results):

Academic achiever: Business Foundations students will apply critical academic skills in reading, writing, speaking, listening and computing skills. All academic achievers will apply these skills in completing assigned tasks in research projects, laboratory experiments leading to a comprehensive foundation in business theory and application.

Responsible citizens: Business Foundations students must learn social responsibility and ethnics as it pertains to the restaurant business and its responsibility to society. Students will develop responsible attitudes as they learn cause and effect of their actions to society.

Proficient technology users: Business Foundations students will utilize computers in all aspects of their education. Students will produce a business plan, develop resumes, and perform market analysis utilizing a Small Business Management simulation.

Complex thinkers: Business Foundations students will incorporate problem solving skills in analyzing and solving complex business applications requiring new tasks and/or concepts such as customer relations, marketing, financing, management, career planning, and risk management.

Effective communicators: Students will work in groups 80% of the time creating an atmosphere where communication of all types is essential. Business Foundations students will be required to communicate effectively when conducting research projects on customers/employees management issues.

Healthy Individuals: Students will learn to balance work and their personal lives by planning for their career, family and personal goals utilizing a working portfolio throughout the class utilizing school to career concepts in all units of the Business Foundations course.

4. Additional efforts/teaching techniques/methodology meeting the needs of English language learners:

The teacher will be sensitive to the various cultural and language needs of the students. A variety of teaching techniques will include demonstrations, videos, DVDs, collaborative learning groups and other visual or manipulative teaching tools. If available, students will be seated next to another student who speaks their native language in order to enhance their learning environment.

5. Interdepartmental articulation process:

Interdepartmental meetings will be conducted weekly on a formal and informal basis within the community of Restaurant Management Academy teachers to integrate and coordinate curriculum and share ideas. Business Foundations will reinforce core competencies of English, Math, and Science as well as other departments as needed.

6. Integrate academic and vocational concepts utilizing work based learning/school to career concepts:

Students will develop academic skills in reading, writing, and computation in applying critical vocational skills in areas of human resource and business management skills, communication skills, and interpersonal skills. This course will provide students with the skills necessary to start and run a small restaurant business. Students will have opportunities to research and conduct interviews with people in the restaurant industry. Networking opportunities potentially leading to job shadowing or part-time work while in school. Interaction with industry leaders will motivate students to pursue post secondary education leading to management positions within the restaurant management industry.

English: Students will read, write, listen and present information demonstrating their mastery of the course content. They will also communicate effectively with customers, suppliers, advertisers, bank officers, and employees within the restaurant management industry.

Math: Students will utilize various math competencies constructing financial statements and other relevant data analysis culminating into a retail business plan.

Foreign Language: French, German, Spanish, and Chinese languages are used extensively when communicating with suppliers, customers, and other employees in our global market economy. These language foundations will be incorporated in various units when appropriate.

7. **Materials of Instruction** (Note that materials of instruction for English language learners are required and should be listed below.)

- A. **Textbook(s)** and Core Reading(s): Intro to Business, 6th Edition, by Dlabay, Burrow, and Egglund. Thomson-Southwestern Publishing, 2006.
- B. **Supplemental Materials and Resources**: Intro to Business, 6th Edition, by Dlabay, Burrow, and Egglund. Thomson-Southwestern Publishing, 2006 Activities and Projects Booklet; magazines; interviews with community members; guest speakers; Internet searches.
- C. **Tools, Equipment, Technology, Manipulative, Audio**
Visual: VCR, computer, printer, LCD projector, and other software as needed for presentation and research.

8. **Objectives of Course; Unit Detail; References to State Frameworks; Student Performance Standards; Evaluation/Assessment/Rubrics; Minimal attainment for students to Pass.**

Unit 1. Business in the Global Economic Environment (20 days)

- A. Overview: This unit introduces principles of economics and how economic decisions affect individual consumers, businesses, countries, and international competition.
- B. Sections:
 - Economic Decisions and Systems** – Students will be able to describe how want and needs affect the economic decisions of consumers and businesses
 - Economic Activity** – Students will learn the types of measures used to gauge economic activity and business conditions in our society.
 - Business in the Global Economy** – Students will examine the roles economics plays in the development of international business.
 - Social Responsibility of Business and Government** – Students will be able to describe how businesses can make socially responsible decisions and the role government plays in regulating business activities.
- C. Standards: 1.0, 2.0, 5.0, 7.0, 8.0
- D. Performance Standards:
Participate in all classroom activities and research assignments.
- E. Evaluation/assessment/rubrics
Chapter Assignments, Quizzes/Tests, Portfolio
- F. Minimal Attainment
60% of all assignments, tests and activities

Unit 2. Business Organization and Management (25 days)

- A. Overview: Students will be able go describe the various forms of business ownership and organization, the role and work of management, and work how to undertake career planning.
- B. Sections:
Business Organizations – Students will understand the major forms of business ownership in the United States and the role each plays in the economy.
Entrepreneurship and Small Business Management – Students will understand the steps in starting a new business and the characteristics of entrepreneurs.
Management and Leadership – Students will learn the major activities common to all managers and how to be an effective leader.
Human Resources, Culture, and Diversity – Students will learn the important role of human resources in businesses and ways to build a positive and diverse work environment.
Career Planning and Development – Students will study the variety of career opportunities in business and learn how prepare a career plan and apply for and secure a job.
- C. Standards: 1.0, 2.0, 3.0, 7.0, 8.0, 9.0
- D. Performance Standards:
Participate in all classroom activities and research assignments.
- E. Evaluation/assessment/rubrics
Chapter Assignments, Quizzes/Tests and Portfolio
- F. Minimal Attainment
60% of all assignments, activities and tests

Unit 3. Business in a Micro Economic Environment (25 days)

- A. Overview: Students will learn about specialized operations areas of business and how technology affects those operations. Students will utilize Microsoft Office Word and Excel extensively in this section.
- B. Sections:
Marketing – Students will receive information on how goods and services are planned, promoted, distributed, and sold to customers.
Business and Technology – Students will learn about computers and other technology applications in business. Students will apply technology skills throughout the semester keyboarding applications using Microsoft Word, Excel and PowerPoint for class assignment, projects and portfolios. This will allow the student to obtain technology credit (5) toward graduation.
Financial Management – Financial planning and decision-making and the financial records used by businesses will be discussed.
Production and Business Operations – Students will study the forms of production and how businesses complete production planning. They will also learn about tools and procedures for managing business operations.
Risk Management – Students will learn about the types of risks that businesses encounter, how insurance helps protect against losses, and other ways businesses reduce and manage risks.

- C. Standards: 1.0, 2.0, 4.0, 5.0, 6.0, 7.0, 9.0, 10.0
- D. Performance Standards:
Participate in all classroom activities and research assignment
- E. Evaluation/assessment/rubrics: Chapter Assignments, Quizzes/Tests, Portfolio
- F. Minimal Attainment
60% of all assignments, activities and tests

Unit 4. Personal Financial Management (25 days)

- A. Overview: Students will learn about personal business skills including consumer buying, money management, banking, consumer credit, saving and investing, and insurance.
- B. Sections:
 - Consumers in the Global Economy*** – The basics of buying and consumer rights and responsibilities will be covered.
 - Money Management and Financial Planning*** – Students will learn the basics of budgeting and personal financial planning.
 - Banking and Financial Services*** – Students will learn the importance and application of savings, payment, and other banking services.
 - Consumer Credit*** – The types of credit along with the wise use of credit will be the main focus in this section.
 - Savings and Investment Strategies*** – Students will learn the importance of savings plans, stocks, bonds, mutual funds, real estate, and other investment alternatives.
 - Insurance*** – Students will learn the importance of motor vehicle, home, life, and health insurance coverage.
- C. Standards: 1.0, 2.0, 5.0, 6.0, 7.0, 10.0, 11.0
- D. Performance Standards:
Participate in all classroom activities and research assignments
- E. Evaluation/assessment/rubrics:
Chapter assignments, Quizzes/Tests and Portfolio
- F. Minimal Attainment
60% of all assignments, activities and tests