

UNIT TITLE: External factors influencing a small business (AS90838)

YEAR: 11

CURRICULUM LEVEL/S: 6

DURATION: 4-5 weeks

Introduction
<p>This is a study about how external factors influence small businesses (less than 20 people) in New Zealand for example a local bakery or local dairy.</p>

Big Ideas in Business Studies		
<i>Sustainability</i>	<i>Citizenship</i>	<i>Globalisation</i>
<p>In this unit, students will develop an awareness of the concept sustainability</p> <ul style="list-style-type: none"> • How this business operates in an environmentally responsible manner. • How this business continues to be economically sustainable 	<p>Students will develop an understanding of the role of business in the development and well-being of society</p> <ul style="list-style-type: none"> • Supporting the local community • Adhering to NZ law 	<p>Students will develop an awareness of the global marketplace and identify competition arising from this environment</p> <ul style="list-style-type: none"> • Domestic and import goods • NZ businesses adapting to the ethnic diversity of NZ

Values highlighted in this unit	How students will be encouraged to develop the selected value or values during the unit
<p>Excellence – aiming high, persevering <input type="checkbox"/></p>	<p>Diversity: will be explored when students study the local businesses and in particular ownership and the types of products sold.</p> <p>Equity: when looking at NZ law in relation to these businesses.</p> <p>Community and Participation: when looking at what service these businesses provide to this local community and how it supports the local community (sponsorship)</p> <p>Care for the Environment: when looking at the relationship between businesses and the external environment. They also look at case studies of how Kaitiakitanga affects businesses.</p> <p>Integrity: when looking at NZ law and the competition of local business.</p>
<p>Innovation, enquiry and curiosity <input type="checkbox"/></p>	
<p>Diversity – culture, language, heritage <input checked="" type="checkbox"/></p>	
<p>Respect – for themselves and others <input type="checkbox"/></p>	
<p>Equity – fairness and social justice <input checked="" type="checkbox"/></p>	
<p>Community and participation for the common good <input checked="" type="checkbox"/></p>	
<p>Care for the environment <input checked="" type="checkbox"/></p>	
<p>Integrity – accountability, honesty, acting ethically <input checked="" type="checkbox"/></p>	

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Key competencies highlighted in this unit	How students will be encouraged to develop the selected competency or competencies during the unit
<input type="checkbox"/> Managing Self - Self-motivation, personal goals, appropriate behaviour, resourcefulness, sense of self and importance of heritage	<p>Relating to Others: when looking at the perspectives of the different local businesses and ownership. In cooperative learning situations develop understanding of others.</p> <p>Thinking:</p> <ul style="list-style-type: none"> • Reflective thinking when reflecting on the Maori concept – Kaitiakitanga • Critical thinking when considering the external factors <p>Using Language, Symbols, & Text: through interviews different types of text or media.</p>
<input checked="" type="checkbox"/> Relating to Others – Listen actively, recognise different points of view, negotiate, share ideas	
<input type="checkbox"/> Participating and Contributing – Balancing rights, roles and responsibilities, and responding appropriately as a group member.	
<input checked="" type="checkbox"/> Thinking – Using creative, critical, meta-cognitive and reflective processes, drawing on personal knowledge and intuitions.	
<input checked="" type="checkbox"/> Using Language, Symbols, and Texts – interpreting language and symbols, using ICT, recognising how choices of language and symbol affect people’s understanding.	

ACHIEVEMENT OBJECTIVES									
<i>Business Formation</i>		<i>Functions of Business</i>		<i>People in Business</i>		<i>Business Management</i>		<i>Business Environment</i>	
Structure of Business		Business Planning		Interpersonal Communication		Financial Record Keeping		Legal Regulations	<input checked="" type="checkbox"/>
Sources of Business Advice		Market Research		Recruitment		Budgeting and Forecasting		Consumer Law	<input checked="" type="checkbox"/>
Location of Business	<input checked="" type="checkbox"/>	The Marketing Mix		Employee Satisfaction		Planning and Controls		Innovation and Change	
Funding Options for Business		Production, Processes and Quality Control		Employment Law	<input checked="" type="checkbox"/>	Annual Reporting		Enterprise and Culture	<input checked="" type="checkbox"/>
		Customer Needs and Service		Leadership		Organisational Management		Global Environment	<input checked="" type="checkbox"/>
		Business Growth						Ethics and Social Responsibility	<input checked="" type="checkbox"/>
								Sustainability	<input checked="" type="checkbox"/>

AO 6.1 Understand how, as a result of internal and external factors, small business owners make operational decisions that have consequences for the success of their business. A typical learning context is a small local business) of up to approximately 20 employees or one of local or community significance).

Students are expected to demonstrate understanding of the following business knowledge, concepts, and content:

- Types of business (sole trader, partnership, registered company)
- Sources of funding options) short term, long term, internal, external)
- Methods of market research (primary, secondary)
- Types of production (job, batch, flow)
- Communication (methods, mediums, processes, barriers)
- Rights and responsibilities of employer and employees
- Entrepreneurship (roles and skills)
- Business aims and objectives
- Financial records (income statement, balance sheet)
- Business success

Effective Pedagogy in Business Studies	
Mechanisms for Facilitating Learning	Specific Strategies Used
<p>Connections</p> <ul style="list-style-type: none"> • Building Connection with Community (<i>Linking with local businesses and community organisations</i>) • Culture Counts (<i>learning occurs when culture is reflected positively in resources</i>) • Ako (<i>acknowledging, respecting & valuing students' culture</i>) 	<ul style="list-style-type: none"> • When studying 2 local businesses • When studying who owns what business and why and what products are sold • When working with a cooperative working situation
<p>Alignment - aligning learning experiences to important outcomes.</p>	<ul style="list-style-type: none"> • Learning experiences/ strategies are aligned to learning outcome • Key competencies that are appropriate to this topic are developed
<p>Community – Sustaining a learning community which models a positive enterprising culture.</p>	<ul style="list-style-type: none"> • Students are encouraged to work co-operatively
<p>Interest</p> <ul style="list-style-type: none"> • Providing diverse learning opportunities • Utilising Experiential learning (Experience – Reflect – Generalise/Abstract – Transfer) 	<ul style="list-style-type: none"> • Provide a range of learning opportunities that meets the needs of the diverse learners of the class. • Use experiential learning when appropriate

Key vocabulary
Stakeholder Internal External Sustainability Competition Factors Environment Global Citizenship Influences Legal Economic STEEPLE Employment Consumer Connections Regulations Society

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ASSESSMENT		
Note: "Assessment" is not synonymous with formal testing		
Focus Inquiry <i>How will I assess prior knowledge? What is important given where my students are at?</i>	Formative <i>Individual and group feedback & feedforward - What are they learning? What do they need to learn?</i>	Summative <i>What have they learned? Can the students explain <u>how</u> they learned it? (Opportunities for metacognition and student evaluation of activities.)</i>
<p>Give the students the key vocab for the unit and use the pair definition literacy strategy.</p> <p>Class discussion of understanding of what a small business is in NZ.</p>	<p>Recall of knowledge</p> <p>Being able to answer short questions</p> <p>Be able to answer a question relating to the local business</p> <p>Being able to answer a question in a given time</p>	<p>Mock exam of External 90838</p>

Areas of Focus

Maori Students	<p>Activities/ Strategies provided:</p> <ul style="list-style-type: none"> • Focusing on application of Maori concepts and use of Te Reo where appropriate • Use literacy strategies relevant to the needs of the students • Will use cooperative learning experiences where appropriate
Pasifika Students	<p>Activities/ Strategies provided:</p> <ul style="list-style-type: none"> • Will use cooperative learning experiences where appropriate • Use literacy strategies relevant to the needs of the students
Gifted Students	<p>Activities/ Strategies provided:</p> <ul style="list-style-type: none"> • Given the opportunity to be a leader of a group • Given the opportunity to inquire into other small businesses • Principle of Ako
Special Needs	<p>Activities/ Strategies provided:</p> <ul style="list-style-type: none"> • Dependent on the class this year by using the knowing the learner techniques

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	<ul style="list-style-type: none">• ESOL- Use literacy strategies relevant to the needs of the students
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Teacher reflection and evaluation:

What impact did my teaching have on student learning? What evidence do I have?

What do the students still need to learn/do/practise/understand?