



Park Hill School District

Building Successful Futures • Each Student • Every Day

High School Introduction to Business Curriculum

Course Description: This course provides opportunities to learn and experience a variety of topics in the field of business. Students are exposed to various economies, their roles in our economy, entrepreneurship, marketing, managing financial and technological resources, and the use of social media. Course activities involve students in writing, investigating, problem-solving, demonstrating, and reporting. Students will also utilize an online learning environment, provided through Schoology learning platform.

Scope and Sequence:

Timeframe	Unit	Instructional Topics
3 Weeks	Explorations	Topic 1: Introduction to Business Topic 2: Know Yourself Topic 3: Career Options and Trends Topic 4: Values and Goals
2 Weeks	Workplace Ethics	Topic 1: How do Ethics Relate to Business Topic 2: Personal Ethics
4 Weeks	Economics in Business	Topic 1: Needs and Wants Topic 2: Economic and Global Indicators Topic 3: Fluctuations in the Economy
4.5 Weeks	Business Start up	Topic 1: Types of Businesses Topic 2: Business Components Topic 3: Creating a Business

4.5 Weeks	Business Operations	Topic 1: Management Topic 2: Human Resources Topic 3: Marketing Topic 4: Finance
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Curriculum Revision Tracking

Spring 2017

Unit 1:

- *Change title of unit from Unit 1: Explorations to Unit 1: Explorations & Economics
- *Engaging scenario to two projects - Career Interest Presentation and Business Cycle Report

Unit 2:

- *Change of title of Unit from Unit 2: Workplace Ethics to Unit 2: Business Ethics
- *Engaging scenario will be Ethical Advisor Group Project

Unit 3:

- *Changed title of unit from Unit 3: Economics in Business to Unit 3: Leadership in Management
- *Engaging scenario to Pioneer in Business Presentation

Unit 4:

- *Engaging scenario is Small Business Startup Project

Unit 5:

- *Engaging scenario is Accounting in Small Business
- *Engaging scenario is Marketing Campaign Project

End of Course Engaging Scenario has been added

Unit 1: Explorations & Economics

Subject: Introduction to Business

Grade: 9-12

Name of Unit: Explorations

Length of Unit: 3 Weeks

Overview of Unit: Students will discover how their interest, aptitudes, skills and trends can affect their career choices or type of business they want to be involved in.

Priority Standards for unit:

- Assess individual interests and aptitudes
- Relate individual skills and interests to careers
- Develop short-Investigate career options and trends
- Short term and long-term career goals

Supporting Standards for unit:

- Identify sources of job openings
- ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- TT.AB.I.2: Students will develop language and historical and cultural knowledge that affirm and accurately describe their membership in multiple identity groups.
- TT.AB.D.8: Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.
- TT.AB.D.10: Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
individual interests and aptitudes	Assess	Analyze	4
individual skills and interests to careers	Relate	Apply	3
career options and trends	Investigate	Understand	2

short-term and long-term career goals	Develop	Create	2
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Essential Questions:

1. Why is it essential to identify values and goals?
2. How do your individual interest, skills, and aptitudes impact your career or business options?
3. Why is business relevant to any career choice?

Enduring Understanding/Big Ideas:

1. Students will be able to state how their own values and goals play a factor in their future direction and career paths.
2. Students will understand how salary and personal interest plays into their career choices and be able to weigh their importance.
3. Students will be able to understand how business principles are embedded and impact all career choices.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
<ul style="list-style-type: none"> ● Choices ● Goals ● Interest ● Skills ● Values 	<ul style="list-style-type: none"> ● Career trends ● Careers ● Union

Resources for Vocabulary Development: Introduction To Business: Building the Future of Business, Brown, Betty J. and John E. Clow Glencoe/McGraw-Hill, 2006.

Topic 1: Introduction to Business

Engaging Experience 1

Title: Background information and why students took the course

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- Relate individual skills and interests to careers

Supporting:

- ISTE-EMPOWERED LEARNER: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

Detailed Description/Instructions: The teacher will have students complete a padlet survey/questionnaire about why they took the course. The teacher will then lead a discussion with students to recall what they know about small businesses, big businesses, businesses with unions vs. nonunion, etc. The purpose of this discussion is to have students make the connections of individuals they already know in life or potential people they would like to interview in subsequent experiences to learn more about a particular sector.

Bloom's Levels: Apply

Webb's DOK: 3

Engaging Experience 2

Title: Understand how business works

Suggested Length of Time: 2-3 Days

Standards Addressed

Priority:

- Relate individual skills and interests to careers

Supporting:

- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Detailed Description/Instructions: The teacher can provide students a google document with interview questions about business. Students will find an individual to interview in a career or business they would like to explore more about. After the interviews, students can be paired in group based on similar careers and share information and collaborate to identify similarities/differences in small and big corporations, as well as union vs nonunion influences on businesses.

Bloom's Levels: Apply

Webb's DOK: 3

Engaging Experience 3

Title: How Does a Business Day Look Like in a Small or Large Corporation?

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- Relate individual skills and interests to careers

Supporting:

- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Detailed Description/Instructions: Students will research using the internet what a typical day looks like for various types of workers (CEO, general and middle managers, custodians, etc.) in a business of their choice. Students will develop a short multimedia presentation on their findings of how these different working groups are treated, respected and their responsibilities. The concluding slide should include big takeaways from the student's perspective of what they would change if they were in charge and how their perception has changed regarding the organization. The teacher should consider role modeling this with a company such as Disney.

Bloom's Levels: Apply

Webb's DOK: 3

Topic 2: Know Yourself

Engaging Experience 1

Title: Aptitudes and Interest

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- Assess individual interests and aptitudes

Supporting:

- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Detailed Description/Instructions: Students can use information from Naviance to identify their aptitudes and interest as well as pick three careers or businesses they would like to explore more. If this has not been done, they can take an aptitude test and interest test. The teacher will then lead students through an activity that has them assess how to utilize their aptitudes in an area of interest as well as develop a plan how to develop skills in areas they are weak.

Bloom's Levels: Analyze

Webb's DOK: 4

Topic 3: Career Options and Trends

Engaging Experience 1

Title: Career/Business Trends

Suggested Length of Time: 2 Days

Standards Addressed

Priority:

- Investigate career options and trends

Supporting:

- Identify sources of job openings
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- TT.AB.D.10: Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.

Detailed Description/Instructions: The teacher will lead a discussion to identify and define types of trends in careers and business. Students will research where to find job openings. Have students work in small groups to investigate current demographic and geographic trends in careers and businesses of their interest and report their key findings using a Prezi presentation.

Bloom's Levels: Understand

Webb's DOK: 2

Engaging Experience 2

Title: Career/Business Outlook

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- Investigate career options and trends

Supporting:

- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- TT.AB.D.8: Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.

Detailed Description/Instructions: Using the student's top 3 careers/businesses in Topic 2, students can use Occupational Outlook Handbook to see what their careers/business outlook will be. Students will discuss with a partner of similar interest about which of their three choices have a better outlook. Students will then discuss with a partner that has vastly different interest and have a similar discussion. The teacher will conclude with a large group discussion of what students learned.

Bloom's Levels: Understand

Webb's DOK: 2

Topic 4: Values and Goals

Engaging Experience 1

Title: Values

Suggested Length of Time: 1-2 Days

Standards Addressed

Priority:

- Relate individual skills and interests to careers

Supporting:

- TT.AB.I.2: Students will develop language and historical and cultural knowledge that affirm and accurately describe their membership in multiple identity groups.

Detailed Description/Instructions: The teacher will lead a class discussion how to define values. Students will complete a Word document with to decide their top 10 values. Students will then narrow their values down to their top five and rank order them from first to fifth most important. A good resource to discuss values is The Leadership Challenge by Jim Kouzes and Barry Posner, chapters 1 and 2.

Bloom's Levels: Apply

Webb's DOK: 3

Engaging Experience 2

Title: Short and Long Term Goals for Career/Business Choices

Suggested Length of Time: 2 Days

Standards Addressed

Priority:

- Short term and long-term career goals

Supporting:

- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Detailed Description/Instructions: Students will develop a short term goal outline (1-3 years) and a long term goal outline (5+ years) using a timeline format. Students should include education, financial, etc. goals to tie back in their interest and aptitude discussion. As a model, students will look at Park Hill School District's strategic plan to see how to write SMART goals that are supported by steps and deadlines to achieve the overarching goals.

Bloom's Levels: Create

Webb's DOK: 2

Engaging Scenario

Engaging Scenarios (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Career Interest Presentation - Students will take a career interest survey and use those results to research a specific career of their choosing. Students will use knowledge based on entry level requirements, salaries and duties, upper level opportunities, track a key person in this same industry and put this information together using a presentation tool.

Business Cycle Report - Students will create a report by defining the 4 different cycles in our economy, as well as research a time frame within US history where our economy experienced each cycle.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Introduction to Business	Background information and why they took the course	The teacher will have students complete a survey/questionnaire about why they took the course. The teacher will then lead a discussion with students to recall what they know about small businesses, big businesses, businesses with unions vs. nonunion, etc. The purpose of this discussion is to have students make the connections of individuals they already know in life or potential people they would like to interview in subsequent experiences to learn more about a particular sector.	1 Day
Introduction to Business	Understand how business works	The teacher can provide students interview questions about business. Students will find an individual to interview in a career or business they would like to explore more about. After the interviews, students can be paired in group based on similar careers and share information and collaborate to identify similarities/differences in small and big corporations, as well as union vs nonunion influences on businesses.	2-3 Days
Introduction to Business	How Does a Business Day Look Like in a Small or Large Corporation?	Students will research using the internet what a typical day looks like for various types of workers (CEO, general and middle managers, custodians, etc.) in a business of their choice. Students will develop a short multimedia presentation on their findings of how these different working groups are treated, respected and their responsibilities. The concluding slide should include big takeaways from the student's perspective of what they would	1 Day

		change if they were in charge and how their perception has changed regarding the organization. The teacher should consider role modeling this with a company such as Disney.	
Know Yourself	Aptitudes and Interest	Students can use information from Naviance to identify their aptitudes and interest as well as pick three careers or businesses they would like to explore more. If this has not been done, they can take an aptitude test and interest test. The teacher will then lead students through an activity that has them assess how to utilize their aptitudes in an area of interest as well as develop a plan how to develop skills in areas they are weak.	1 Day
Career Options and Trends	Career/Business Trends	The teacher will lead a discussion to identify and define types of trends in careers and business. Students will research where to find job openings. Have students work in small groups to investigate current demographic and geographic trends in careers and businesses of their interest and report their key findings using a Prezi presentation.	2 Days
Career Options and Trends	Career/Business Outlook	Using the student's top 3 careers/businesses in Topic 2, students can use Occupational Outlook Handbook to see what their careers/business outlook will be. Students will discuss with a partner of similar interest about which of their three choices have a better outlook. Students will then discuss with a partner that has vastly different interest and have a similar discussion. The teacher will conclude with a large group discussion of what students learned.	1 Day
Values and Goals	Values	The teacher will lead a class discussion how to define values. Students will complete a value assignment to decide their top 10 values.	1-2 Days

		Students will then narrow their values down to their top five and rank order them from first to fifth most important. A good resource to discuss values is <i>The Leadership Challenge</i> by Jim Kouzes and Barry Posner, chapters 1 and 2	
Values and Goals	Short and Long Term Goals for Career/Business Choices	Students will develop a short term goal outline (1-3 years) and a long term goal outline (5+ years) using a timeline format. Students should include education, financial, etc. goals to tie back in their interest and aptitude discussion. As a model, students will look at Park Hill School District's strategic plan to see how to write SMART goals that are supported by steps and deadlines to achieve the overarching goals.	2 Days

Unit 2: Business Ethics

Subject: Introduction to Business

Grade: 9-12

Name of Unit: Workforce Ethics

Length of Unit: 2 Weeks

Overview of Unit: Students will identify different ethical dilemmas and analyze their reactions. They will also explore different ethical practices amongst other countries and how they differ from their own.

Priority Standards for unit:

- Identify nonverbal communication techniques
- Explain how diversity impacts the workplace
- Identify appropriate workplace behaviors (e.g., awareness of issues relating to sexual harassment, business etiquette)
- Identify ethical and unethical conduct
- Identify the potential consequences of ethical and unethical conduct
- Differentiate between ethical and legal concepts
- Describe the different ethical standards of various cultures

Supporting Standards for unit:

- ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- TT.AB.I.1: Students will develop positive social identities based on their membership in multiple groups in society.
- TT.AB.I.2: Students will develop language and historical and cultural knowledge that affirm and accurately describe their membership in multiple identity groups.
- TT.AB.D.8: Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.
- TT.AB.D.10: Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
nonverbal communication techniques	Identify	Remember	1
how diversity impacts the workplace	Explain	Analyze	3
appropriate workplace behaviors (e.g., awareness of issues relating to sexual harassment, business etiquette)	Identify	Understand	2
ethical and unethical conduct	Identify	Understand	3
the potential consequences of ethical and unethical conduct	Identify	Understand	3
between ethical and legal concepts	Differentiate	Understand	2
the different ethical standards of various cultures	Describe	Understand	3

Essential Questions:

1. Why are business ethics important for students to study?
2. How do ethics and cultural customs differ between countries?
3. How have your personal ethics or values been influenced?

Enduring Understanding/Big Ideas:

1. Students need to understand how business ethics affect corporate decision making.
2. Students need to understand how ethics and customs in other countries may differ from their own.
3. Students need to understand how different ethics and customs may affect or impact their personal values.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
<ul style="list-style-type: none">● Cultural Practices● Customs● Ethics	<ul style="list-style-type: none">● Ethical Dilemma● Osha

Resources for Vocabulary Development: Introduction To Business: Building the Future of Business, Brown, Betty J. and John E. Clow Glencoe/McGraw-Hill, 2006.

Topic 1: How do Ethics relate to Business?

Engaging Experience 1

Title: Ethical Case Studies

Suggested Length of Time: 2 Days

Standards Addressed

Priority:

- Identify nonverbal communication techniques
- Identify appropriate workplace behaviors (e.g., awareness of issues relating to sexual harassment, business etiquette)
- Identify ethical and unethical conduct
- Identify the potential consequences of ethical and unethical conduct

Detailed Description/Instructions: The teacher needs to review business ethics with the students and present them with ethical dilemmas that can be discussed. Students will review different case studies and identify the ethical issues or problems presented within each. They will come up with possible solutions and identify who is affected by the decisions.

The directions for the case studies are: For all scenarios, assume you are employed by Best Computer Systems, a large computer manufacturing company with approximately 1,000 employees. The company is located in a large metropolitan area. Use the five (5) steps in ethical decision-making (shown below) to solve each of the following ethical cases. Be specific in your answers for each step.

Ethical Decision-Making

- Identify the ethical issue or problem.
- Identify anyone who might be affected by your decision and how.
- List five possible solutions.
- Describe pros and cons for each possible solution.
- Determine your solution.

CASES

- **CASE 1:** Lorna is an administrative assistant in the Human Resources Department. Her good friend, Bill, is applying for a job with the company and she has agreed to serve as a reference for him. Bill approaches her for advice on preparing for the interview. Lorna has the actual interview questions asked of all applicants and considers making him a copy of the list so he can adequately prepare.
- **CASE 2:** Emily works in Quality Control. Once a year, her supervisor gives away the refurbished computers to the local elementary school. No specific records are kept of this type of transaction and Emily really needs a computer for her son who is in college. Her supervisor asks her to deliver 12 computer systems to the school.
- **CASE 3:** Marvin is the secretary in the Facilities Management Department. He has just received a new computer and wants to try it out. Though his supervisor has a strict policy about computer use for business purposes only, he wants to learn the e-mail software

more thoroughly than his training can provide. One good way to do this, he figures, is to write e-mail messages to his friends and relatives until he gets the knack of it. He is caught up on all his work and only has 30 minutes left to work today. His supervisor left early.

- CASE 4: Richard and Conway are talking in the hallway about the employee benefits program. Conway, who has had some recent financial trouble, explains to Richard how the benefits program has a loophole that will allow him to receive some financial assistance that he really needs to help pay health care costs for his mother. Cathy, a fellow worker, overhears the conversation. Later, Cathy is approached by her supervisor who says he heard a rumor that some people were taking advantage of the company benefits program.
- CASE 5: Jennie was recently hired to work as a receptionist for the front lobby. As receptionist, she is responsible for making copies for the associates. Her son, Bruce, comes in and needs some copies for a school project. He brought his own paper and needs 300 copies for his class. If he doesn't bring the copies with him, he will fail the project. The company copier does not require a security key nor do they keep track of copies made by departments.

Bloom's Levels: Remember, Understand

Webb's DOK: 1, 2, 3

Engaging Experience 2

Title: Enron Video

Suggested Length of Time: 1.5 Days

Standards Addressed

Priority:

- Differentiate between ethical and legal concepts
- Identify the potential consequences of ethical and unethical conduct
- Identify appropriate workplace behaviors (e.g., awareness of issues relating to sexual harassment, business etiquette)

Detailed Description/Instructions: After watching a video about Enron, students will answer questions regarding the ethical dilemmas faced by former employees and how they would have dealt with the circumstances.

- Explain how the greed of Enron Executives led to the stock price increasing and subsequently falling.
- Why did employees feel that Enron would never fail?
- List three ethical dilemmas showcased in the video, and comment on how you would handle each situation.

Bloom's Levels: Remember, Understand

Webb's DOK: 1, 2, 3

Topic 2: Personal Ethics

Engaging Experience 1

Title: Walk the Line

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- Identify ethical and unethical conduct
- Identify the potential consequences of ethical and unethical conduct
- Differentiate between ethical and legal concepts

Supporting:

- TT.AB.I.1: Students will develop positive social identities based on their membership in multiple groups in society.

Detailed Description/Instructions: Students will be presented with different ethical issues regarding business. They will have to decide where they stand on the issues and determine how far they would go before compromising their own core values.

Bloom's Levels: Remember Understand

Webb's DOK: 1, 2, 3

Engaging Experience 2

Title: Overseas Ethics

Suggested Length of Time: 2 Days

Standards Addressed

Priority:

- Describe the different ethical standards of various cultures
- Explain how diversity impacts the workplace

Supporting:

- ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- TT.AB.I.2: Students will develop language and historical and cultural knowledge that affirm and accurately describe their membership in multiple identity groups.

- TT.AB.D.8: Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.
- TT.AB.D.10: Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.

Detailed Description/Instructions: Teachers need to explain how ethics and customs vary from country to country. Students will research ethics, customs, and cultures in different countries. They will provide examples of how ethical practices differ between the USA and the country that they have chosen. Below is an example of what the teacher could provide to the students.

If you are the type of person that wants to travel the world, see the sights, and learn about ethical practices in other countries, you will need to know some basic etiquette rules for the countries you wish to visit or work in.

Your assignment:

1. Choose a country listed below – one country per student; if someone else chooses the country you wanted, you will need to choose a different country...no duplicates!
2. Using an Internet search engine, or <http://www.executiveplanet.com/> read up on that country's etiquette rules and differences in culture for the following areas:
 - a. Appointments
 - b. Business Dress
 - c. Conversation
 - d. First Name or title ?
 - e. Gift Giving
 - f. Let's Make A Deal
 - g. Prosperous Entertaining
 - h. Public Behavior
3. Prepare a PowerPoint about the country's rules of etiquette and differences in culture for the class. All slides should have the same design. Include a title slide with your name and Country. Individually animate your text/bullets. Don't forget to include transitions on your slides. You should have an OUTLINE of your information on your PowerPoint – PowerPoint presentations are an AID to your presentation!
4. I suggest you use the above titles as your slide titles and follow that order.
 - a. If you wish to use your country's flag in your presentation, you may find it at <http://www.crwflags.com/fotw/flags/iso3166.html>
5. Save your project and name the file COUNTRY CULTURES.

Bloom's Levels: Analyze, Understand

Webb's DOK: 3

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Students will be given an ethic-driven scenario and asked to prepare a presentation that defines the scenario, gives suggestions for a solution, and their personal reactions to this scenario.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
How do Ethics relate to Business?	Ethical Case Studies	<p>The teacher needs to review business ethics with the students and present them with ethical dilemmas that can be discussed. Students will review different case studies and identify the ethical issues or problems presented within each. They will come up with possible solutions and identify who is affected by the decisions. The directions for the case studies are: For all scenarios, assume you are employed by Best Computer Systems, a large computer manufacturing company with approximately 1,000 employees. The company is located in a large metropolitan area. Use the five (5) steps in ethical decision-making (shown below) to solve each of the following ethical cases. Be specific in your answers for each step.</p> <p style="text-align: center;"><u>Ethical Decision-Making</u></p> <ul style="list-style-type: none"> ● Identify the ethical issue or problem. ● Identify anyone who might be affected by your decision and how. <ul style="list-style-type: none"> ● List five possible solutions. ● Describe pros and cons for each possible solution. ● Determine your solution. 	2 Days
How do Ethics relate to Business?	Enron Video	<p>After watching a video about Enron, students will answer questions regarding the ethical dilemmas faced by former employees and how they would have dealt with the circumstances. Explain how the greed of Enron Executives led to the stock price increasing and subsequently falling.</p> <ul style="list-style-type: none"> ● Why did employees feel that Enron would never fail? ● List three ethical dilemmas showcased in the video, and comment on how you would handle each 	1.5 Days

		situation.	
Personal Ethics	Walk the Line	Students will be presented with different ethical issues regarding business. They will have to decide where they stand on the issues and determine how far they would go before compromising their own core values.	1 Day
Personal Ethics	Overseas Ethics	<p>Teachers need to explain how ethics and customs vary from country to country. Students will research ethics, customs, and cultures in different countries. They will provide examples of how ethical practices differ between the USA and the country that they have chosen. Below is an example of what the teacher could provide to the students.</p> <p>If you are the type of person that wants to travel the world, see the sights, and learn about ethical practices in other countries, you will need to know some basic etiquette rules for the countries you wish to visit or work in.</p> <p>Your assignment:</p> <ol style="list-style-type: none"> 1. Choose a country listed below – one country per student; if someone else chooses the country you wanted, you will need to choose a different country...no duplicates! 2. Using an Internet search engine, or http://www.executiveplanet.com/ read up on that country's etiquette rules and differences in culture for the following areas: <ol style="list-style-type: none"> a. Appointments b. Business Dress c. Conversation d. First Name or title? e. Gift Giving f. Let's Make A Deal g. Prosperous Entertaining h. Public Behavior 3. Prepare a PowerPoint about the country's rules of etiquette and differences in culture for the class. All slides should have the same design. Include a title slide with your name and Country. Individually 	2 Days

		<p>animate your text/bullets. Don't forget to include transitions on your slides. You should have an OUTLINE of your information on your PowerPoint – PowerPoint presentations are an AID to your presentation!</p> <p>4. I suggest you use the above titles as your slide titles and follow that order.</p> <p>a. If you wish to use your country's flag in your presentation, you may find it at http://www.crwflags.com/fotw/flags/iso3166.html</p> <p>5. Save your project and name the file COUNTRY CULTURES.</p>	
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Unit 3: Leadership and Management

Subject: Introduction to Business

Grade: 9-12

Name of Unit: Economics in Business

Length of Unit: 4 Weeks

Overview of Unit: Students learn about economic indicators and how those indicators affect our economy. They also learn to identify different phases in our economy can predict economic trends.

Priority Standards for unit:

- Distinguish between needs and wants
- Define the law of supply and demand
- Explain the effects of inflation and deflation
- Describe the four phases of the business cycle
- Interpret economic indicators (e.g., CPI, unemployment, GNP)
- Distinguish between goods and services
- Identify the impact of the global economy on consumers
- Explain economic interdependence (e.g., importing, exporting)

Supporting Standards for unit:

- Identify economic systems
- Classify economic resources
- State the basic economic problem
- Describe basic economic roles (e.g., citizen, worker, consumer)
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- TT.AB.I.1: Students will develop positive social identities based on their membership in multiple groups in society.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
between needs and wants	Distinguish	Understand	2
the law of supply and demand	Define	Understand	1

the effects of inflation and deflation	Explain	Understand	3
the four phases of the business cycle	Describe	Apply	3
economic indicators (e.g., CPI, unemployment, GNP)	Interpret	Analyze	1
between goods and services	Distinguish	Analyze	2
the impact of the global economy on consumers	Identify	Understanding	3
economic interdependence (e.g., importing, exporting)	Explain	Understanding	2

Essential Questions:

1. Why is it important to identify needs and wants in our everyday lives?
2. What are the benefits of utilizing the decision-making process?
3. How do economic indicators affect our economy?
4. What brings about changes to our economic phases?

Enduring Understanding/Big Ideas:

1. Students will be able to distinguish between everyday needs and wants and evaluate the importance of each category.
2. Students will be able to apply the decision-making process to a purchase.
3. Students will be able to identify a strong or weak economy and use economic indicators to predict trends in our economy.
4. Students will be about to identify the different economic phases and explain the characteristics of each phase.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
<ul style="list-style-type: none"> ● Deflation ● Depression ● Exports ● Imports ● Inflation ● Prosperity ● Recession ● Standard of Living 	<ul style="list-style-type: none"> ● Business Cycle ● Gross Domestic Product ● Multinational Corporation ● Protectionism

Resources for Vocabulary Development: Introduction To Business: Building the Future of Business, Brown, Betty J. and John E. Clow Glencoe/McGraw-Hill, 2006.

Topic 1: Needs and Wants

Engaging Experience 1

Title: Needs and Wants Activity

Suggested Length of Time: 1.5 Days

Standards Addressed

Priority:

- Distinguish between needs and wants
- Distinguish between goods and services

Supporting:

- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- TT.AB.I.1: Students will develop positive social identities based on their membership in multiple groups in society.

Detailed Description/Instructions: The teacher needs to help students identify wants and needs they consume/use on a monthly basis. Students create a slideshow categorizing needs and wants. Students will be creating a multimedia presentation that categorizes their needs and wants.

- Students will create a Title Slide. Include your first and last name, block number, today's date. The name of your presentation is WANTS AND NEEDS.
- Create a slide (layout of your choice) that lists all the needs you have on a monthly basis. Estimate the cost of all these needs to the best of your ability. Add pictures to show each want you have listed.
- Create a slide (layout of your choice) lists all the wants you have on a monthly basis. Estimate the cost of all these wants to the best of your ability. Add pictures to show each want you have listed.
- Add a footer to your presentation that shows your first and last name and the slide number. You do not want the footer on your title slide.
- Select a design of your choice (change the color if you like) and apply to your slides. Make sure each slide has the same design and the same color.
- Apply a transition to your slide presentation.
- Animate each want and need on your slide as well as the clipart/pictures you selected to demonstrate each want and need.
- Save the PowerPoint. Name the file WANTS AND NEEDS.

Bloom's Levels: Understand, Analyze

Webb's DOK: 2

Engaging Experience 2

Title: Consumer Awareness

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- Distinguish between needs and wants

Supporting:

- State the basic economic problem
- Describe basic economic roles (e.g., citizen, worker, consumer)
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Detailed Description/Instructions: Teachers need to explain how making informed decisions when spending money helps in finding the best value, and the highest quality item. Students will apply the decision-making process when buying a TV. Below is an example an activity.

Directions: Suppose you want to buy a new TV. The differences in quality and cost vary widely from model to model. Using the decision-making process outlined in Chapter 1 of the textbook, describe how you would decide which model to buy.

Requirements: You need to answer the questions with at least five sentences. Use the Internet and actually give an example of which TV you would consider buying. List the Website you used to find your information. Type your response below.

Bloom's Levels: Analyze, Understand

Webb's DOK: 2

Topic 2: Economic and Global Indicators

Engaging Experience 1

Title: Factors Influencing GDP

Suggested Length of Time: 1.5 days

Standards Addressed

Priority:

- Interpret economic indicators (e.g., CPI, unemployment, GNP)
- Identify the impact of the global economy on consumers
- Explain economic interdependence (e.g., importing, exporting)

Supporting:

- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Detailed Description/Instructions: The teacher needs to emphasize how our economy is tied to different economic indicators. Students will identify several different economic indicators. Students will research the different factors that affect productivity between countries and the variances between similar indicators through the activity below.

Let's investigate what factors increase productivity:

Read this segment,

<http://www.worldbank.org/depweb/english/modules/economic/gnp/index.html>, from the World Bank and think about these questions: What is GNP or GDP? What does "per capita" mean? What does a country need to do to grow and increase its GDP/GNP per capita?

From this reading, answer these questions in an MS Word document; use complete sentences:

1. What is GNP per capita? How is it calculated?
2. Why would one prefer to live in a country with a high GDP per capita?
3. What do countries with high GDP or GNP per capita have in common?
4. What is productivity and how does it influence GNP per capita?
5. According to your reading, what are some of the factors that encourage productivity and economic growth?

How can a country that has fewer natural resources produce more output per person than a country that has more natural resources? The answer: The key is productivity. Productivity depends on land (including all natural resources), capital (machines, tools, and technology), and labor (peoples' health, education, and work skills). Some rich countries have abundant natural resources, and some have relatively few; however, virtually all rich countries high levels of capital investment and technology, and a highly educated population. Almost all rich countries have a high degree of encourage trade and access to world markets.

Bloom's Levels: Analyze, Understand

Webb's DOK: 1, 2, 3

Board Approved: May 12, 2016

Board Approved with Revisions: June 22, 2017

Engaging Experience 2

Title: International Business Studies

Suggested Length of Time: 2 Days

Standards Addressed

Priority:

- Interpret economic indicators (e.g., CPI, unemployment, GNP)
- Identify the impact of the global economy on consumers
- Explain economic interdependence (e.g., importing, exporting)

Supporting:

- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Detailed Description/Instructions: The teacher needs to explain the similarities amongst countries with a strong economy. The teacher should explore the economic indicators wealthy countries have in common. Students will select a country and research the way it trades with the United States. Students will also gather information about the country's economy and formulate an opinion of the overall economic stability through the activity below.

Let's explore several countries and find the factors that countries with high per capita GDP have in common, and the factors countries with low per capita GDP have in common. You will need to do research on four different countries. You'll need to choose 1 country from S. America, 1 from Europe, 1 from Asia, and 1 from Africa.

Use the *CIA World Fact book* cite for your research.

<https://www.cia.gov/library/publications/the-world-factbook/>

Find the following information for each country. Enter your data in a Word table. The items you are researching will be your row headings; the countries will be the column headings.

- GNP/GDP
- Population
- Labor force
- Industries
- Government Type
- Literacy rate
- Natural resources
- Exports or Commodities

The teacher will facilitate a class discussion on what students found and extend the conversation into exploring country differences and practices. This can extend to a cultural norm discussion.

Bloom's Levels: Analyze, Understand

Webb's DOK: 1, 2, 3

Topic 3: Fluctuations in the Economy

Engaging Experience 1

Title: Business Cycle Report

Suggested Length of Time: 2 Days

Standards Addressed

Priority:

- Describe the four phases of the business cycle
- Explain the effects of inflation and deflation
- Define the law of supply and demand

Supporting:

- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Detailed Description/Instructions: Teachers need to review the four different business cycles in our economy. The teacher should make sure the students understand the progression from each phase into the next. Students will work independently or in groups to research the four different phases of the economy. Students will also research a time period in the United States where the economy experienced each phase.

To gain a better understanding of the four phases of the business cycle, we're going to write a 2-page report. I want you to use the Internet to help you find an example of each phase. These Internet examples need to show a time period throughout the history of the United States where our country passed through: (1) prosperity/peak, (2) recession/contraction, (3) depression/trough, (4) recovery/expansion.

When you write your report, you should include as much information as you can from our notes and book about each phase. The research is to better demonstrate your ability to use the Internet to find an example of each phase. Please make sure you tie in your research to the phase so I can see that you've made a connection between the two.

In order to write two pages, you'll need to have the following:

- Each phase and definition/explanation of how and why they occur.
- Each phase summary should be about a ½ page long
- Each phase summary needs to include a specific example you found from the Internet.

Bloom's Levels: Understand

Webb's DOK: 1, 2, 3

Rubric:

- Phase definitions and Explanation = 5 pts per phase (20 total)
- Internet research per phase = 5 pts per phase (20 total)

- Proper grammar, spelling, format = 10 pts.
- Total = 50 points

Engaging Experience 2

Title: Supply and Demand Activity

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- Define the law of supply and demand

Detailed Description/Instructions: The teacher needs to explain how a product's cost is affected by supply and demand. Students will review the laws of supply and demand. They will demonstrate how the two are inversely related and understand market equilibrium. *See Appendix A* for more detail.

Bloom's Levels: Understand

Webb's DOK: 1

Engaging Experience 3

Title: Currency Exchange

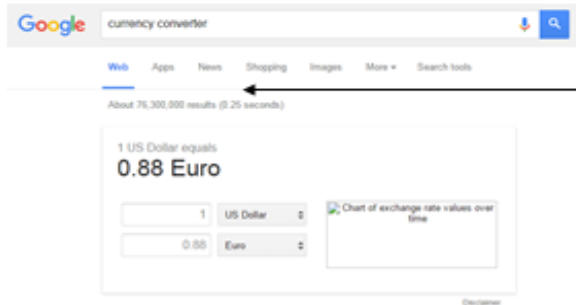
Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- Identify the impact of the global economy on consumers
- Explain economic interdependence (e.g., importing, exporting)

Detailed Description/Instructions: Teachers need to explain how the value of our Dollar can change depending on the country we exchange currencies. Students will use the Google Currency Converter and compare foreign currencies to the Dollar. They will also analyze how a country's favorable exchange rate affects relations with the United States. See an example below. After students perform this task, they will work in groups through the below scenarios.



Open Google and type:
Currency Converter

International Currency Worksheet

International Currencies:

In the blank provided, write the name of the currency for the stated country.

United States =	Israel =
Japan =	Australia =
South Korea =	Russia =
Denmark =	Sweden =
Mexico =	Ecuador =
China =	Brazil =
Saudi Arabia =	Turkey =

International Currency Conversions: calculate what \$125 is worth in the foreign currency.

- \$125 = _____ British pound Sterling
- \$125 = _____ Yen
- \$125 = _____ swiss franc
- \$125 = _____ kronor (Norweigen)
- \$125 = _____ pesos (Mexico)
- \$125 = _____ rubles (Russian)
- \$125 = _____ euro
- \$125 = _____ Fijian dollars
- \$125 = _____ Indian Rupee
- \$125 = _____ Ukrainian Hryvni

Solve these scenarios:

- I fly to Japan with \$800 US dollars. When I get there I convert all my money to Yen. Of that, I spend 920 Yen on Lunch and 10,000 Yen on a hotel. Next day I fly to Russia and convert all remaining Yen to Rubles. When I get to Russia I spend 5,000 Rubles on hotels and food. After I leave Russia I fly back to the USA where I convert all my Rubles into dollars. Then I spend \$25 dollars on a cab ride home. How much do I have left in US Dollars? (Show your work. A dollar amount *only* will get you no points).
- I fly to England with \$1200 US dollars. When I get there I convert all my money to Pounds. Of that, I spend 370 Pounds hotels and food. Next day I fly to Spain and convert all remaining Pounds to Euros. When I get to Spain I spend 415 Euros on hotels and food. After I leave Spain I fly back to the USA where I convert all my Euros into Dollars. Then I spend \$25 dollars on a Cheese Burger! How much do I have left in US Dollars? (Show your work. A dollar amount *only* will get you no points).

Write a few sentences explaining why a country's favorable exchange rate with the US can dictate vacation plans for many Americans.

Bloom's Levels: Understanding

Webb's DOK: 3, 2

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Research a pioneer in the business world and develop a presentation about that person's accomplishments and company background. Also, students will use Excel to track the company's stock price and include that information in the presentation.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Needs and Wants	Needs and Wants Activity	<ul style="list-style-type: none"> • The teacher needs to help students identify wants and needs they consume/use on a monthly basis. Students create a slideshow categorizing needs and wants. • Students will be creating a multimedia presentation that categorizes their needs and wants. • Students will create a Title Slide. Include your first and last name, block number, today's date. The name of your presentation is WANTS AND NEEDS. • Create a slide (layout of your choice) that lists all the needs you have on a monthly basis. Estimate the cost of all these needs to the best of your ability. Add pictures to show each want you have listed. • Create a slide (layout of your choice) lists all the wants you have on a monthly basis. Estimate the cost of all these wants to the best of your ability. Add pictures to show each want you have listed. • Add a footer to your presentation that shows your first and last name and the slide number. You do not want the footer on your title slide. • Select a design of your choice (change the color if you like) and apply to your slides. Make sure each slide has the same design and the same color. • Apply a transition to your slide presentation. • Animate each want and need on your slide 	1.5 Days

		<p>as well as the clipart/pictures you selected to demonstrate each want and need.</p> <ul style="list-style-type: none"> • Save the PowerPoint. Name the file WANTS AND NEEDS. 	
Needs and Wants	Consumer Awareness	<p>Teachers need to explain how making informed decisions when spending money helps in finding the best value, and the highest quality item. Students will apply the decision-making process when buying a TV. Below is an example an activity.</p> <p>Directions: Suppose you want to buy a new TV. The differences in quality and cost vary widely from model to model. Using the decision-making process outlined in Chapter 1 of the textbook, describe how you would decide which model to buy.</p> <p>Requirements: You need to answer the questions with at least five sentences. Use the Internet and actually give an example of which TV you would consider buying. List the Website you used to find your information. Type your response below.</p>	1 Day
Economic and Global Indicators	Factors Influencing GDP	<p>The teacher needs to emphasize how our economy is tied to different economic indicators. Students will identify several different economic indicators. Students will research the different factors that affect productivity between countries and the variances between similar indicators through the activity below.</p> <p>Let's investigate what factors increase productivity:</p> <p>Read this segment, http://www.worldbank.org/depweb/english/modules/economic/gnp/index.html, from the World Bank and think about these questions: What is GNP or GDP? What does "per capita" mean? What does a country need to do to grow and increase its</p>	1.5 days

		<p style="text-align: center;">GDP/GNP per capita?</p> <p>From this reading, answer these questions in an MS Word document; use complete sentences:</p> <ol style="list-style-type: none"> 1. What is GNP per capita? How is it calculated? 2. Why would one prefer to live in a country with a high GDP per capita? 3. What do countries with high GDP or GNP per capita have in common? 4. What is productivity and how does it influence GNP per capita? 5. According to your reading, what are some of the factors that encourage productivity and economic growth? <p>How can a country that has fewer natural resources produce more output per person than a country that has more natural resources? The answer: The key is productivity. Productivity depends on land (including all natural resources), capital (machines, tools, and technology), and labor (peoples' health, education, and work skills). Some rich countries have abundant natural resources, and some have relatively few; however, virtually all rich countries high levels of capital investment and technology, and a highly educated population. Almost all rich countries have a high degree of encourage trade and access to world markets.</p>	
<p>Economic and Global Indicators</p>	<p>International Business Studies</p>	<p>The teacher needs to explain the similarities amongst countries with a strong economy. The teacher should explore the economic indicators wealthy countries have in common. Students will select a country and research the way it trades with the United States. Students will also gather information about the country's economy and formulate an opinion of the overall economic stability through the activity below.</p> <p>Let's explore several countries and find the factors that countries with high per capita GDP have in common, and the factors countries with low per</p>	<p>2 Days</p>

		<p>capita GDP have in common. You will need to do research on four different countries. You'll need to choose 1 country from S. America, 1 from Europe, 1 from Asia, and 1 from Africa.</p> <p>Use the <i>CIA World Fact book</i> cite for your research.</p> <p>https://www.cia.gov/library/publications/the-world-factbook/</p> <p>Find the following information for each country. Enter your data in a Word table. The items you are researching will be your row headings; the countries will be the column headings.</p> <ul style="list-style-type: none"> ● GNP/GDP ● Population ● Labor force ● Industries ● Government Type ● Literacy rate ● Natural resources ● Exports or Commodities <p>The teacher will facilitate a class discussion on what students found and extend the conversation into exploring country differences and practices. This can extend to a cultural norm discussion.</p>	
<p>Fluctuations in the Economy</p>	<p>Business Cycle Report</p>	<p>Teachers need to review the four different business cycles in our economy. The teacher should make sure the students understand the progression from each phase into the next. Students will work independently or in groups to research the four different phases of the economy. Students will also research a time period in the United States where the economy experienced each phase.</p> <p>To gain a better understanding of the four phases of the business cycle, we're going to write a 2-page report. I want you to use the Internet to help you find an example of each phase. These Internet examples need to show a time period throughout the history of the United States where our country</p>	<p>2 Days</p>

		<p>passed through: (1) prosperity/peak, (2) recession/contraction, (3) depression/trough, (4) recovery/expansion.</p> <p>When you write your report, you should include as much information as you can from our notes and book about each phase. The research is to better demonstrate your ability to use the Internet to find an example of each phase. Please make sure you tie in your research to the phase so I can see that you've made a connection between the two.</p> <p>In order to write two pages, you'll need to have the following:</p> <ul style="list-style-type: none"> • Each phase and definition/explanation of how and why they occur. • Each phase summary should be about a ½ page long. • Each phase summary needs to include a specific example you found from the Internet. 	
Fluctuations in the Economy	Supply and Demand Activity	The teacher needs to explain how a product's cost is affected by supply and demand. Students will review the laws of supply and demand. They will demonstrate how the two are inversely related and understand market equilibrium. <i>See Appendix A</i> for more detail.	1 Day
Fluctuations in the Economy	Currency Exchange	Teachers need to explain how the value of our Dollar can change depending on the country we exchange currencies. Students will use the Google Currency Converter and compare foreign currencies to the Dollar. They will also analyze how a country's favorable exchange rate affects relations with the United States. See an example below. After students perform this task, they will work in groups through the below scenarios. Solve these scenarios:	1 Day
		<ul style="list-style-type: none"> • I fly to Japan with \$800 US dollars. When I get there I convert all my money to Yen. Of that, I spend 920 Yen on Lunch and 10,000 Yen on a hotel. Next day I fly to Russia and convert all 	

		<p>remaining Yen to Rubles. When I get to Russia I spend 5,000 Rubles on hotels and food. After I leave Russia I fly back to the USA where I convert all my Rubles into dollars. Then I spend \$25 dollars on a cab ride home. How much do I have left in US Dollars? (Show your work. A dollar amount only will get you no points).</p> <ul style="list-style-type: none"> • I fly to England with \$1200 US dollars. When I get there I convert all my money to Pounds. Of that, I spend 370 Pounds hotels and food. Next day I fly to Spain and convert all remaining Pounds to Euros. When I get to Spain I spend 415 Euros on hotels and food. After I leave Spain I fly back to the USA where I convert all my Euros into Dollars. Then I spend \$25 dollars on a Cheese Burger! How much do I have left in US Dollars? (Show your work. A dollar amount only will get you no points). <p>Write a few sentences explaining why a country's favorable exchange rate with the US can dictate vacation plans for many Americans.</p>	
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Unit 4: Business Start Up

Subject: Introduction to Business

Grade: 9-12

Name of Unit: Business Start Up

Length of Unit: 4.5 Weeks

Overview of Unit: Students will understand how businesses are organized by type and ownerships, risk and rewards of owning a business, what makes a successful entrepreneur, how to begin a business and what a business plan is.

Priority Standards for unit:

- Compare and contrast the different types of business ownership
- Compare and contrast various types of businesses (e.g., manufacturing, retailing, service, distribution, processing)
- Compare and contrast the rewards and risks of owning a business
- Identify the characteristics of a successful entrepreneur
- Identify the process of starting a new business
- Identify the components of a business plan (e.g., description of company, description of service/product)
- Identify the decision-making process
- Apply the decision-making process

Supporting Standards for unit:

- Describe ways that businesses use the Internet
- Discuss the impact of e-commerce on business
- Describe the influence of international trade on business
- Match one's individual characteristics and interests to those of a successful entrepreneur
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- ISTE - GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
different types of business ownership	Compare	Understand	2
different types of business ownership	Contrast	Understand	2
ways that businesses use the Internet	Describe	Understand	1
various types of businesses (e.g., manufacturing, retailing, service, distribution, processing)	Compare	Understand	1
various types of businesses (e.g., manufacturing, retailing, service, distribution, processing)	Contrast	Understand	1
characteristics of a successful entrepreneur	Identify	Remember	2
process of starting a new business	Identify	Remember	2
rewards and risks of owning a business	Compare	Understand	2
rewards and risks of owning a business	Contrast	Understand	2
components of a business plan (e.g., description of company, description of service/product)	Identify	Understand	2
decision-making process	Identify	Remember	1
decision-making process	Apply	Apply	3

Essential Questions:

1. How do different types of businesses compare and contrast from each other?
2. How do different types of business ownership compare and contrast from each other?
3. How does one start a business?

Enduring Understanding/Big Ideas:

1. Students will understand the various types of businesses such as manufacturing, retailing, service, distribution, and processing. Students will determine the differences in their operations, purposes, and what makes them sustainable.
2. Students will understand the characteristics of being an entrepreneur and the risks and rewards in different types of businesses.
3. Students will understand the components that go into starting a business.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
<ul style="list-style-type: none">● Compare● Contrast● Decision Making Process● Internet● Rewards● Risk● Trade	<ul style="list-style-type: none">● Business Plan● Corporation● Distribution● Ecommerce● Entrepreneur● Franchise● Manufacturing● Partnership● Processing● Product● Retailing● Service● Sole Proprietor● Start Up

Resources for Vocabulary Development: Introduction To Business: Building the Future of Business, Brown, Betty J. and John E. Clow Glencoe/McGraw-Hill, 2006.

Topic 1: Types of Businesses

Engaging Experience 1

Title: Define and Understand Various Types of Businesses

Suggested Length of Time: 2 Days

Standards Addressed

Priority:

- Compare and contrast various types of businesses (e.g., manufacturing, retailing, service, distribution, processing)

Detailed Description/Instructions: The teacher will facilitate a discussion about the characteristics of different types of businesses including manufacturing, retailing, service, distribution, and processing. Students in groups of 4 will create a Venn diagram of their different characteristics.

Bloom's Levels: Understand

Webb's DOK: 2

Engaging Experience 2

Title: Different Types of Business Ownership

Suggested Length of Time: 4 Days

Standards Addressed

Priority:

- Compare and contrast the different types of business ownership
- Identify the components of a business plan (e.g., description of company, description of service/product)
- Identify the characteristics of a successful entrepreneur
- Compare and contrast the rewards and risks of owning a business

Supporting:

- Describe ways that businesses use the Internet
- Discuss the impact of e-commerce on business
- Describe the influence of international trade on business
- Match one's individual characteristics and interests to those of a successful entrepreneur
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Detailed Description/Instructions: The teacher will introduce and define the different types of business ownerships, such as sole proprietorship, partnership, private and public corporations, and franchise. Students will interview two individuals within two different sectors of businesses. They should investigate structure of the organization, impact of ecommerce, influence of trade

(national or international), risks, rewards, and successes and failures. The teacher will lead a class discussion regarding their findings. As students share, a student will help fill in a visual for the class that helps separate characteristics of the different types of businesses. The teacher will then conclude the activity by facilitating a conversation about comparisons and contrasts within these different organizations. An example of the visual could be:

Type	Proprietorship	Partnerships	Corporations	Franchise
Key Successes				
Key Failures				
Risks				
Rewards				

Bloom's Levels: Understand

Webb's DOK: 2

Topic 2: Business Components

Engaging Experience 1

Title: Entrepreneurship (Characteristics)

Suggested Length of Time: 3 Days

Standards Addressed

Priority:

- Identify the characteristics of a successful entrepreneur
- Compare and contrast the rewards and risks of owning a business

Supporting:

- Match one's individual characteristics and interests to those of a successful entrepreneur
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Detailed Description/Instructions: Chose an Entrepreneur: Students will research and identify a successful entrepreneur of their choice and write a one-page Word document then report out to class. Report should include where, what, when and how they began, their schooling, their profit, length of business, and failures and successes, risk and rewards. Students should explore how the entrepreneur managed their risk. Also, student should see if their individual aptitudes and interest match their entrepreneur.

Bloom's Levels: Remember

Webb's DOK: 2

Engaging Experience 2

Title: Risks and Rewards

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- Compare and contrast the rewards and risks of owning a business

Detailed Description/Instructions: Students with a partner will read the following articles to create infinity diagram with sticky notes to find similarities and differences.

- Risk - <http://www.entrepreneur.com/article/238319>
- Rewards - <http://www.inc.com/guides/201101/top-10-reasons-to-run-your-own-business.html>

Bloom's Levels: Understanding

Webb's DOK: 2

Engaging Experience 3

Title: Decision Making

Suggested Length of Time: 3 Days

Standards Addressed

Priority:

- Identify the decision-making process and apply the decision-making process

Supporting:

- Describe ways that businesses use the Internet, Discuss the impact of e-commerce on business,
- Describe the influence of international trade on business
- ISTE - GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

Detailed Description/Instructions: The instructor will identify and define to students steps in decision making process:

1. Identify Problem
2. Seek information
3. Brainstorm Solutions
4. Choose an Alternative
5. Implement the Plan
6. Evaluate Outcomes

(<http://smallbusiness.chron.com/steps-decisionmaking-process-manager-10601.html>.)

Students in groups will then apply those steps to create idea for a business. Students using a Word table with steps in decision process on left side. On right side, have them apply. Students should consider how Internet, e-commerce, and international trade will affect their plan. The business they create here can be used in Unit 4 and 5.

Bloom's Levels: Remember, Apply

Webb's DOK: 1, 3

Engaging Experience 4

Title: Starting a Business

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- Identify the process of starting a new business

Supporting:

- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and

express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

- ISTE - GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating

Detailed Description/Instructions: Students will read site:

<https://www.sba.gov/category/navigation-structure/starting-managing-business/starting-business>

After reading the site students may work in partners to identify the below components of starting a business. In their pairs, students can create a visual project using pictures/drawings showing the 10 steps and report out to the class.

- Step 1: Write a Business Plan
- Step 2: Get Business Assistance and Training
- Step 3: Choose a Business Location
- Step 4: Finance Your Business
- Step 5: Determine the Legal Structure of Your Business
- Step 6: Register a Business Name ("Doing Business As")
- Step 7: Get a Tax Identification Number
- Step 8: Register for State and Local Taxes
- Step 9: Obtain Business Licenses and Permits
- Step 10: Understand Employer Responsibilities

Bloom's Levels: Remember

Webb's DOK: 2

Topic 3: Creating a Business

Engaging Experience 1

Title: Components and Purpose of a Business Plan

Suggested Length of Time: 2 Days

Standards Addressed

Priority:

- Identify the components of a business plan (e.g., description of company, description of service/product)

Supporting:

- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- ISTE - GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating

Detailed Description/Instructions: The class will research, compile and organize a list of components in a business plan.

<http://www.forbes.com/sites/patrickhull/2013/02/21/10-essential-business-plan-components/>

<http://www.growthink.com/products/vsl-business-plan-start-bing>

When students finish they should have an outline similar to:

- Mission statement and/or vision statement so you articulate what you're trying to create;
- Description of your company and product or service;
- Description of how your product or service is different;
- Market analysis that discusses the market you're trying to enter, competitors, where you fit, and what type of market share you believe you can secure;
- Description of your management team
- How you plan to market the product or service;
- Analysis of your company's strengths, weaknesses, opportunities, and threat, which will show that you're realistic and have considered opportunities and challenges;
- Develop a cash flow statement so you understand what your needs are now and will be in the future (a cash flow statement also can help you consider how cash flow could impact growth);
- Revenue projections; and
- Summary/conclusion that wraps everything together (this also could be an executive summary at the beginning of the plan).

Students should recognize components of a business plan and explain the purpose behind a business plan and why they are still important (this is a different approach and mindset than entrepreneurship). Also, student will discuss what types of businesses do not use a business plan.

Bloom's Levels: Understand

Webb's DOK: 2

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Students will develop their own small business from inheriting a hypothetical sum of money. They will need to consider everything their business needs from supplies and product, to commercial real estate space that's available. Students will present their businesses to the class. The full contents of this project are located in Schoology.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Types of Businesses	Define and Understand Various Types of Businesses	The teacher will facilitate a discussion about the characteristics of different types of businesses including manufacturing, retailing, service, distribution, and processing. Students in groups of 4 will create a Venn diagram of their different characteristics.	2 Days
Types of Businesses	Different Types of Business Ownership	The teacher will introduce and define the different types of business ownerships, such as sole proprietorship, partnership, private and public corporations, and franchise. Students will interview two individuals within two different sectors of businesses. They should investigate structure of the organization, impact of ecommerce, influence of trade (national or international), risks, rewards, and successes and failures. The teacher will lead a class discussion regarding their findings. As students share, a student will help fill in a visual for the class that helps separate characteristics of the different types of businesses. The teacher will then conclude the activity by facilitating a conversation about comparisons and contrasts within these different organizations. An example of the visual could be:	4 Days
Business Components	Entrepreneurship (Characteristics)	Chose an Entrepreneur: Students will research and identify a successful entrepreneur of their choice and write a one-page Word document then report out to class. Report should include where, what, when and how they began, their schooling, their profit, length of business, and	3 Days

		failures and successes, risk and rewards. Students should explore how the entrepreneur managed their risk. Also, student should see if their individual aptitudes and interest match their entrepreneur.	
Business Components	Risks and Rewards	Students with a partner will read the following articles to create infinity diagram with sticky notes to find similarities and differences. <ul style="list-style-type: none"> • Risk - http://www.entrepreneur.com/article/238319 • Rewards - http://www.inc.com/guides/201101/top-10-reasons-to-run-your-own-business.html 	1 Day
Business Components	Decision Making	The instructor will identify and define to students' steps in decision making process: <ol style="list-style-type: none"> 1. Identify Problem 2. Seek information 3. Brainstorm Solutions 4. Choose an Alternative 5. Implement the Plan 6. Evaluate Outcomes (http://smallbusiness.chron.com/steps-decisionmaking-process-manager-10601.html .) <p>Students in groups will then apply those steps to create idea for a business. Students using a Word table with steps in decision process on left side. On right side, have them apply. Students should consider how Internet, e-commerce, and international trade will affect their plan. The business they create here can be used in Unit 4 and 5.</p>	3 Days
Business Components	Starting a Business	Students will read site: https://www.sba.gov/category/navigation-structure/starting-managing-business/starting-business . After reading the site students may work in partners to identify the below	1 Day

		<p>components of starting a business. In their pairs, students can create a visual project using pictures/drawings showing the 10 steps and report out to the class.</p> <ul style="list-style-type: none"> ● Step 1: Write a Business Plan ● Step 2: Get Business Assistance and Training ● Step 3: Choose a Business Location ● Step 4: Finance Your Business ● Step 5: Determine the Legal Structure of Your Business ● Step 6: Register a Business Name ("Doing Business As") ● Step 7: Get a Tax Identification Number ● Step 8: Register for State and Local Taxes ● Step 9: Obtain Business Licenses and Permits ● Step 10: Understand Employer Responsibilities 	
<p>Creating a Business</p>	<p>Components and Purpose of a Business Plan</p>	<p>The class will research, compile and organize a list of components in a business plan.</p> <p>http://www.forbes.com/sites/patrickhull/2013/02/21/10-essential-business-plan-components/</p> <p>http://www.growthink.com/products/vsl-business-plan-start-bing</p> <p>When students finish they should have an outline similar to:</p> <ul style="list-style-type: none"> ● Mission statement and/or vision statement so you articulate what you're trying to create; ● Description of your company and product or service; ● Description of how your product or service is different; ● Market analysis that discusses the market you're trying to enter, competitors, where you fit, and what type of market share you believe you can secure; ● Description of your management team 	<p>2 Days</p>

		<ul style="list-style-type: none"> • How you plan to market the product or service; • Analysis of your company’s strengths, weaknesses, opportunities, and threat, which will show that you’re realistic and have considered opportunities and challenges; • Develop a cash flow statement so you understand what your needs are now and will be in the future (a cash flow statement also can help you consider how cash flow could impact growth); <ul style="list-style-type: none"> • Revenue projections; and • Summary/conclusion that wraps everything together (this also could be an executive summary at the beginning of the plan). Students should recognize components of a business plan and explain the purpose behind a business plan and why they are still important (this is a different approach and mindset than entrepreneurship). Also, student will discuss what types of businesses not use a business may plan. 	
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Unit 5: Business Operations

Subject: Introduction to Business

Grade: 9-12

Name of Unit: Business Operations

Length of Unit: 4.5 Weeks

Overview of Unit: Students will engage in different business operations such as Management, Human Resources, Marketing, and Finance. They will receive an overview of management styles, job descriptions, the 4 P's of marketing, and basic accounting.

Priority Standards for unit:

- Define the functions of human resource management
- Describe marketing strategies (e.g., product, promotion, place, price)
- Identify essential business functions (e.g., management, marketing, finance, accounting, human resources)
- Identify basic accounting terms
- Describe the functions of a manager in a business environment (e.g., organize, plan, direct)
- Describe different management styles (e.g., coaching, directive)

Supporting Standards for unit:

- Describe the importance of various support systems (e.g., administrative support, technical support, legal support, janitorial support, building maintenance)
- Describe basic business finance activities (e.g., payroll, credit, investments, capital)
- ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- ISTE - GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
- TT.AB.I.1: Students will develop positive social identities based on their membership in multiple groups in society.
- TT.AB.I.2: Students will develop language and historical and cultural knowledge that affirm and accurately describe their membership in multiple identity groups.

- TT.AB.D.8: Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.
- TT.AB.D.10: Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
the functions of human resource management	Define	Understand	2
marketing strategies (e.g., product, promotion, place, price)	Describe	Understand	2
essential business functions (e.g., management, marketing, finance, accounting, human resources)	Identify	Remember	1
basic accounting terms	Identify	Remember	1
the functions of a manager in a business environment (e.g., organize, plan, direct)	Describe	Understand	1
different management styles (e.g., coaching, directive)	Describe	Understand	2

Essential Questions:

1. Why do management styles differ between companies?
2. Why are job descriptions essential to companies that is expanding?
3. What are the 4 P's of marketing?
4. Why are financial documents important to a business's success?

Enduring Understanding/Big Ideas:

1. Students need to learn why different business use different management styles based on employee expectations.
2. Students learn the importance of job descriptions and how employees need defined roles in a business.
3. Students will learn how the 4 P's of marketing affect a business's decisions to roll out a new product or idea.
4. Students will learn how a business must keep accurate financial documents in order to account for expenses and revenues.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
<ul style="list-style-type: none">● Accounting● Finance● Human Resources● Interview● Job Description● Leadership● Management● Marketing	<ul style="list-style-type: none">● Balance Sheet● T Accounts● Income Statement● Marketing Mix (4 Ps)

Resources for Vocabulary Development: Introduction To Business: Building the Future of Business, Brown, Betty J. and John E. Clow Glencoe/McGraw-Hill, 2006.

Topic 1: Management

Engaging Experience 1

Title: Management Functions

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- Describe the functions of a manager in a business environment (e.g., organize, plan, direct)
- Describe different management styles (e.g., coaching, directive)
- Identify essential business functions (e.g., management, marketing, finance, accounting, human resources)

Detailed Description/Instructions: The teacher will need to review the differences between the four different management functions (planning, organizing, leading, and controlling). The teacher will explain how each function is used by managers in everyday operations of a business. Read each of the following situations and determine which management function applies to each situation. The teacher may consider putting this worksheet online for students to type their answers in RED in the space provided.

- The home office of a drugstore chain sends directions on how merchandise should be displayed on the shelves.
- The owner of Norma's Hardware surveys her customers regarding the hours she should be open and decides to open shop one hour earlier.
- Aries Starvos holds a staff meeting every week to make sure that the staff understands their job assignments and to hear any complaints and questions they may have.
- The owners of a dog grooming service decide to offer training classes to their employees in customer service.
- Su Lee Han finds it necessary to review the budget allocations for her department once a week.
- Jack Erbinsky attends a training session to learn about a new line of refrigeration products his company will carry.
- Julio Chavez fires all of his employees except one assistant after deciding that he can move into a smaller office and do the work better and more efficiently without them.
- A multinational corporation restructures its marketing operations by product lines rather than by countries or regions.
- The sales manager at Bruno's Auto Sales holds a weekly meeting with his sales staff to keep them focused on their sales targets.
- Marketing executive Carol Hoerst combs five newspapers every morning for news that might affect the competitive environment for her company's products.
- Melvin B. Goods hires an executive assistant in order to free up more of his own time for

strategic planning.

- The 65-year-old CEO of an international conglomerate, anticipating retirement in two years, launches a search for the replacement.
- The general manager of a restaurant reviews menu prices every three months to determine if changes are needed to keep prices in line with fluctuating food costs.

Bloom's Levels: Understand, Remember

Webb's DOK: 1, 2

Engaging Experience 2

Title: Styles of Leadership

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- Describe the functions of a manager in a business environment (e.g., organize, plan, direct)
- Describe different management styles (e.g., coaching, directive)
- Identify essential business functions (e.g., management, marketing, finance, accounting, human resources)

Supporting:

- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Detailed Description/Instructions: The teacher will explain how most businesses utilize one of the three styles of leadership (democratic, autocratic, and Free-Rein). The teacher can ask the students who have jobs explain what style of leadership their employers use, and which style they think would work best for them. The teacher can provide the following assignment to students. The teacher may consider students working in partners or groups.

In chapter 8 we talked about the different styles of leadership. The three we covered are Autocratic, Democratic, and Free-Rein. Demonstrate your understanding of these different styles of leadership by explaining what they are and finding businesses that represent each style. Type your findings in a 1-page, double spaced paper.

Bloom's Levels: Understand, Remember

Webb's DOK: 1, 2

Topic 2: Human Resources

Engaging Experience 1

Title: Job Description & Interview Questions

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- Define the functions of human resource management
- Identify essential business functions (e.g., management, marketing, finance, accounting, human resources)

Detailed Description/Instructions: Students will develop a job description for a position of need based on the business they started in Unit 4. They will also create interview questions to be asked of someone interested in the job. The teacher should reinforce the idea of business growth, and the necessity of adding more staff. Below is an example of the prompt the teacher can present to students.

As a small business owner of your new company, (think back to chapter 6) you have decided it's time to hire a new employee. You'll need to create a list of questions specific to your company you'll be asking in the job interview (6 question minimum required). You'll also have to develop a job description for the position you are hiring.

Bloom's Levels: Understand, Remember

Webb's DOK: 1, 2

Topic 3: Marketing

Engaging Experience 1

Title: Product, Price, Promotion, Place

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- Describe marketing strategies (e.g., product, promotion, place, price)
- Identify essential business functions (e.g., management, marketing, finance, accounting, human resources)

Detailed Description/Instructions: The teacher needs to review the importance of the 4 P’s of marketing (Place, Price, Product, and Promotion), and the marketing functions. The teacher should have students think about how the 4 P’s will apply to the business they created in Unit 4. Students will apply the 4 P’s of marketing, and the different marketing functions to different marketing scenarios. The teacher can use the following activity with students.

What are the 4 P’s of the Marketing Mix? _____

Your plan is to open a boutique in your town. Read the following list of marketing mix decisions and identify which of the 4 P’s would be represented by the statement.

1. Should we use radio advertising? _____
2. Should we sell home furnishings in addition to clothing? _____
3. Should we use keystone markup? _____
4. Should we give employees a discount? _____
5. Should we have an ad in the local newspaper? _____
6. Should the store be located on Main Street or in a shopping center? _____
7. Should we sell men’s clothing in addition to women’s apparel? _____
8. Should we designate Wednesday as “Senior Citizen Discount Day”? _____
9. Should we purchase bags with the store name printed on them? _____
10. Should we purchase a delivery van for delivery of home furnishings? _____

The Marketing Functions: Indicate which marketing function is represented by the following situations.

	1. A newspaper article about the grand opening of a new boutique appears.
	2. Styles of swimsuits are selected to be sold in a department store.
	3. Money is borrowed to purchase a computer system for a large, independently owned clothing store.
	4. A consumer answers survey questions after sampling a new line of skin care.
	5. A salesperson answers a customer’s questions about the care of a leather coat.
	6. T-shirts are transported from the factory to the Gap by truck.
	7. Management of a local clothing store decides to begin carrying a line of home

	furnishings.
	8. Shoes sold in a department store have a markup of 35% based on cost.
	9. Management decides how much money should be budgeted to each department.
	10. Management has decided to use television commercials rather than newspaper ads.
	11. Winter coats were marked down 25%.
	12. Cotton for use in the production of t-shirts was shipped by truck to the company.
	13. Management attended a trade show to select merchandise for the spring season.

Bloom's Levels: Understand, Remember

Webb's DOK: 1, 2

Engaging Experience 2

Title: Ben & Jerry's Marketing Project

Suggested Length of Time: 3 Days

Standards Addressed

Priority:

- Describe marketing strategies (e.g., product, promotion, place, price)
- Identify essential business functions (e.g., management, marketing, finance, accounting, human resources)

Supporting:

- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Detailed Description/Instructions: Teachers will use this assignment to reinforce the 4 P's of marketing. This assignment encourages to students create something, and then apply marketing principles. Students will market a new flavor of Ben & Jerry's ice cream. They will need to use the 4 P's of marketing and develop a presentation to demonstrate their understanding. The Assignment: To create a new flavor of ice cream for Ben and Jerry's to help a cause/charity of your choice.

1. Generate a clever name for your new flavor.
2. Design the packaging for your new flavor.

Students will use your Ben & Jerry's Ice Cream project for this activity.

Using your ice cream idea, complete a plan for the "P's" of marketing. You already have the product, but now need a plan for the additional "P's." You may use your notes and/or textbook if you need further explanation of the "P's" of Marketing.

- At the top right-hand corner, type your names.
- Type your Title with the new name for your ice cream flavor centered at the top

of your page.

- Explain what ingredients will go into your new ice cream flavor.
- Explain the cause/charity your ice cream flavor will support
- Explain how your new flavor and packaging design corresponds to this charity.
- Explain what your cause/charity supports with its donations.

Before you start working on your plan, explain your target market for your ice cream.

And please, don't just say "People who like ice cream." Now, you are ready to create your marketing plan. Make sure your plan includes:

- *Place* – where will you sell your product? Needs for distribution, storage, transportation?
- *Price* – If it costs you \$2.50 per pint to produce your product (this includes packaging), what price would you charge the customer for your product?
- *Promotion* – how are you going to make the customer aware of your product? Packaging? Advertising? Sales promotions? Coupons? What would you do????

Your plan needs to consist of at least a 1 to 2-page paper and a 5 to 10 slide PowerPoint for presentation purposes. You will present your plan to the class.

Bloom's Levels: Understand, Remember

Webb's DOK: 1, 2

Topic 4: Finance

Engaging Experience 1

Title: Review Accounting Equation & Create Transaction Accounts

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- Identify essential business functions (e.g., management, marketing, finance, accounting, human resources)
- Identify basic accounting terms

Detailed Description/Instructions: Teachers will introduce the basics of accounting and begin with the accounting equation and transaction accounts. Teachers should have the students' record different business transactions on the whiteboard using T-accounts. The teacher will model the use of the T-accounts using their document camera.

DR.		CR.			
DR.		CR.			
MARCH TRANSACTIONS:					
1	Received cash from owner as an investment, \$1,500				
1	Paid cash for insurance, \$600				
3	Bought supplies on account from D&S Company, \$800				
5	Paid cash for supplies, \$200				
8	Paid cash on account to D&S Company, \$400				

Bloom's Levels: Remember

Webb's DOK: 1

Engaging Experience 2

Title: Create a Balance Sheet

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- Identify essential business functions (e.g., management, marketing, finance, accounting, human resources)

- Identify basic accounting terms

Detailed Description/Instructions: Teachers will introduce the balance sheet and demonstrate how account balances from the transaction accounts are used. Remind students that the balance sheet is a snapshot of business finances at any particular time during the year. The teacher will model the use of the balance sheet using their document camera.

DE LA PIEDRA'S CONSULTING SERVICES	
ACCOUNTS PAYABLE, GREG'S SUPPLIES	\$675.00
CASH	\$5,600.00
STEVE DE LA PIEDRA, CAPITAL	\$7,525.00
PREPAID INSURANCE	\$500.00
SUPPLIES	\$1,300.00
ACCOUNTS RECEIVABLE, ABC CORP.	\$800.00

Bloom's Levels: Remember

Webb's DOK: 1

Engaging Experience 3

Title: Create an Income Statement

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- Identify essential business functions (e.g., management, marketing, finance, accounting, human resources)
- Identify basic accounting terms

Detailed Description/Instructions: Teachers will introduce the income statement and demonstrate how account balances from the transaction accounts are used. Remind students that the income statement is an end of the month financial document used to show net income or loss. The teacher will model the use of the Income Statement using their document camera.

PRINCIPLES OF BUSINESS				
ACCOUNTING UNIT, INCOME STATEMENT				
For the month ending March 31, the Clean N' Shine Car wash has the following revenue and expense accounts. Use the information to create an Income Statement.				
CAR WASH REVENUE	\$7,957.00			
WAX REVENUE	5,329.00			
INTERIOR DETAILING REVENUE	2,970.00			
DETAILING SUPPLIES EXPENSE	194.00			
DETERGENT SUPPLIES EXPENSE	98.00			
MAINTENANCE EXPENSE	1,424.00			
RENT EXPENSE	3,500.00			
UTILITIES EXPENSE	639.00			

Bloom's Levels: Remember

Webb's DOK: 1

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Students will develop a marketing campaign for a business using various modes of advertising and covering the 4 P's of marketing.

Students will use their small business startup idea from Unit 4 engaging scenario to develop T-accounts, income statement and balance sheet using given funds for this small business startup.

End of Course: Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Group Solution Development - Using a business contact through Professional Studies, an area business will present to the class a problem they need a solution for. Students will then be grouped together and asked to find a solution for this problem. Students will have two weeks to find a solution and develop a professional presentation to give to our business partner.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Management	Management Functions	<p>The teacher will need to review the differences between the four different management functions (planning, organizing, leading, and controlling). The teacher will explain how each function is used by managers in everyday operations of a business.</p> <p>Read each of the following situations and determine which management function applies to each situation. The teacher may consider putting this worksheet online for students to type their answers in RED in the space provided.</p>	1 Day
Management	Styles of Leadership	<p>The teacher will explain how most businesses utilize one of the three styles of leadership (democratic, autocratic, and Free-Rein). The teacher can ask the students who have jobs explain what style of leadership their employers use, and which style they think would work best for them. The teacher can provide the following assignment to students. The teacher may consider students working in partners or groups.</p> <p>In chapter 8 we talked about the different styles of leadership. The three we covered are Autocratic, Democratic, and Free-Rein. Demonstrate your understanding of these different styles of leadership by explaining what they are and finding businesses that represent each style. Type your findings in a 1-page, double spaced paper.</p>	1 Day
Human Resources	Job Description & Interview	<p>Students will develop a job description for a position of need based on the business they started in Unit 4. They will also create interview</p>	1 Day

	Questions	<p>questions to be asked of someone interested in the job. The teacher should reinforce the idea of business growth, and the necessity of adding more staff. Below is an example of the prompt the teacher can present to students.</p> <p>As a small business owner of your new company, (think back to chapter 6) you have decided it's time to hire a new employee. You'll need to create a list of questions specific to your company you'll be asking in the job interview (6 question minimum required).</p> <p>You'll also have to develop a job description for the position you are hiring.</p>	
Marketing	Product, Price, Promotion, Place	<p>The teacher needs to review the importance of the 4 P's of marketing (Place, Price, Product, and Promotion), and the marketing functions. The teacher should have students think about how the 4 P's will apply to the business they created in Unit 4. Students will apply the 4 P's of marketing, and the different marketing functions to different marketing scenarios. The teacher can use the following activity with students.</p> <p>What are the 4 P's of the Marketing Mix? ___</p> <p>Your plan is to open a boutique in your town.</p> <p>Read the following list of marketing mix decisions and identify which of the 4 P's would be represented by the statement.</p>	1 Day
Marketing	Ben & Jerry's Marketing Project	<p>Teachers will use this assignment to reinforce the 4 P's of marketing. This assignment encourages students create something, and then apply marketing principles. Students will market a new flavor of Ben & Jerry's ice cream. They will need to use the 4 P's of marketing and develop a presentation to demonstrate their understanding.</p> <p>The Assignment: To create a new flavor of ice cream for Ben and Jerry's to help a cause/charity of your choice.</p> <ol style="list-style-type: none"> 1. Generate a clever name for your new 	3 Days

		<p style="text-align: center;">flavor.</p> <p>2. Design the packaging for your new flavor. Students will use your Ben & Jerry’s Ice Cream project for this activity.</p> <p>Using your ice cream idea, complete a plan for the “P’s” of marketing. You already have the product, but now need a plan for the additional “P’s.” You may use your notes and/or textbook if you need further explanation of the “P’s” of Marketing.</p> <ul style="list-style-type: none"> ● At the top right-hand corner, type your names. ● Type your Title with the new name for your ice cream flavor centered at the top of your page. ● Explain what ingredients will go into your new ice cream flavor. ● Explain the cause/charity your ice cream flavor will support <ul style="list-style-type: none"> ● Explain how your new flavor and packaging design corresponds to this charity. ● Explain what your cause/charity supports with its donations. <p>Before you start working on your plan, explain your target market for your ice cream. And please, don’t just say “People who like ice cream.” Now, you are ready to create your marketing plan. Make sure your plan includes:</p> <ul style="list-style-type: none"> ● <i>Place</i> – where will you sell your product? Needs for distribution, storage, transportation? ● <i>Price</i> – If it costs you \$2.50 per pint to produce your product (this includes packaging), what price would you charge the customer for your product? ● <i>Promotion</i> – how are you going to make the customer aware of your product? Packaging? Advertising? Sales promotions? Coupons? What would you do???? <p>Your plan needs to consist of at least a 1 to 2-page paper and a 5 to 10 slide PowerPoint for presentation purposes. You will present your plan</p>	
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		to the class.	
Finance	Review Accounting Equation & Create Transaction Accounts	Teachers will introduce the basics of accounting and begin with the accounting equation and transaction accounts. Teachers should have the students' record different business transactions on the whiteboard using T-accounts. The teacher will model the use of the T-accounts using their document camera.	1 Day
Finance	Create a Balance Sheet	Teachers will introduce the balance sheet and demonstrate how account balances from the transaction accounts are used. Remind students that the balance sheet is a snapshot of business finances at any particular time during the year. The teacher will model the use of the balance sheet using their document camera.	1 Day
Finance	Create an Income Statement	Teachers will introduce the income statement and demonstrate how account balances from the transaction accounts are used. Remind students that the income statement is an end of the month financial document used to show net income or loss. The teacher will model the use of the Income Statement using their document camera.	1 Day

Unit of Study Terminology

Appendices: All Appendices and supporting material can be found in this course's shell course in the District's Learning Management System.

Assessment Leveling Guide: A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

Big Ideas/Enduring Understandings: Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

Engaging Experience: Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

Engaging Scenario: This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

Essential Questions: Engaging, open-ended questions that teachers can use to engage students in the learning.

Priority Standards: What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

Supporting Standards: Additional standards that support the learning within the unit.

Topic: These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

Unit of Study: Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

Unit Vocabulary: Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are

those found specifically within the content.