

Wilson Area School District Planned Course Guide

Title of Planned Course: Introduction to Business

Subject Area: Business

Grade Level: 9-12

Course Description: All students would benefit from this course as they train for their career of choice and enter the business world. This course is designed to provide an overview of basic business practices and procedures and familiarize students with basic vocabulary common to business transactions. Students are encouraged to analyze business from both the consumer and the producer's points of view. Guest speakers from the community may be invited to make presentations to supplement the course units.

Time/Credit for this Course: Half Year / 0.5 Credit

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**Wilson Area School District
Planned Course Materials**

Course Title: Introduction to Business

Textbook: Intro to Business
Cengage
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www.school.cengage.com

Teacher Resources: Exam view test generator, EdPuzzle

Curriculum Map

<u>August / January</u>	Economic Decisions and Systems
<u>September / February</u>	Economic Decisions and Systems Economic Activity
<u>October / March</u>	Business in the Global Economy Social Responsibility of Business and Government Business Organization
<u>November / April</u>	Business Organization Entrepreneurship and Small Business Management
<u>December / May</u>	Entrepreneurship and Small Business Management Management and Leadership
<u>January / June</u>	Management and Leadership

Curriculum Scope & Sequence

Planned Course: Introduction to Business

Unit: Economic Decisions and Systems

Time Frame: 1-2 weeks

State Standards: 15.6.12.A,B,F; 15.8.12.F

Essential Content/Objectives: At the end of the unit, students will be able to:

- Explain the difference between needs and wants
- Distinguish between goods and services
- Describe the types of economic resources
- Understand the basic economic problem
- Explain the steps in the decision-making process
- Identify the three economic questions
- Differentiate among the main types of economic systems
- Describe the economic system of the United States
- Describe supply and demand orally and with graphs
- Discuss how supply and demand affect prices of products and services

Core Activities: Students will complete/participate in the following:

- Notes/discussion of related terms and concepts
 - Key terms: needs, wants, goods, services, economic resources, scarcity, economic decision-making, tradeoff, opportunity cost, economic system, command economy, market economy, traditional economy, mixed economy, capitalism, consumer, producers, demand, supply, market price
 - Chapter 1 Vocabulary Crossword
- Identify the steps of the decision-making process
 - EdPuzzle: Decision Making Process
 - Decision-Making Process Google Doc
- Examine both the benefits and costs that are associated with owning and operating a business
 - What is the Best Choice? Google Doc
 - Business Decisions for Indy Pendant and Sue Curity Google Doc
 - What would YOU choose? Google Doc
- Explain how prices come from the interaction of buyers and seller and calculate the profit from the sale of an item
 - Buying and Selling in a Competitive Market--SELLER/BUYER Google Doc
 - Earning Recording Sheet Buyer/Seller Google Doc
 - Supply and Demand visual
- Understand that profit is the payment for entrepreneurship and this payment, along with other factors, should be taken into consideration when setting prices
 - When Do I Start Making Money? Google Doc
 - Pricing for a Reasonable Profit Google Doc
- Complete end of section questions to evaluate understanding of the stated topics
 - Satisfying needs and Wants
 - 1.1 Test Yourself
 - Economic Choices
 - 1.2 Test Yourself

- o Economic Systems
 - 1.3 Test Yourself
- o Supply and Demand
 - 1.4 Test Yourself

Remediation:

- Utilization of notes and vocabulary for test study
- Modified extensions and tests based on IEP
- Review exercise at end of section/chapter
- Homework
- Notes
- Review of chapter terms
- Application of principles through case studies
- Project/activity assistance

Instructional Methods:

- Higher order questioning
- Internet research webbing
- Direct instruction
- Teacher modeling and visual aids
- Referencing through current events and news
- Guided and independent reading
- Large and small group discussion and activities
- Independent practice
- Project related to content

Materials & Resources:

- Library sources from district library site
- Online sources
- Newspapers
- Text
- Student/teacher experience
- Google Classroom
- Google Chrome

Assessments:

- **Formative:**
 - o Observation
 - o Multi-level questioning
 - o Discussions, class assignments
 - o Class assignments
- **Summative:**
 - o Unit vocabulary quizzes
 - o Unit tests
 - o Projects

Curriculum Scope & Sequence

Planned Course: Introduction to Business

Unit: Economic Activity

Time Frame: 1-2 weeks

State Standards: 15.5.12.A-K; 15.6.12.A,B,F

Essential Content/Objectives: At the end of the unit, students will be able to:

- Define gross domestic product
- Describe economic measures of labor
- Identify economic indicators for consumer spending
- Describe the four phases of the business cycle
- Explain causes of inflation and deflation
- Identify the importance of interest rates
- Discuss investment activities that promote economic growth
- Explain borrowing activities by government, business, and consumers
- Describe future concerns of economic growth

Core Activities: Students will complete/participate in the following:

- Notes/discussion of related terms and concepts
 - Key terms: Gross Domestic Product (GDP), GDP per capita, unemployment rate, productivity, personal income, retail sales, business cycle, prosperity, recessions, depression, recovery, inflation, price index, deflation, capital project, stock, bond, budget surplus, budget deficit, national debt
 - Chapter 2 Vocabulary Crossword
- Understand Gross Domestic Product
 - EdPuzzle: GDP
 - Ch 2 Economic Activity Google Doc
- Understand how international trade correlates to GDP
 - International Trade Worksheet A Google Doc
 - International Trade Worksheet B Google Doc
- Understand how leadership plays a significant role in business performance
 - Leadership Worksheet A Google Doc
 - Leadership Worksheet B Google Doc
- Work in collaborative groups to identify ways to develop entrepreneurial skills and apply what they have learned
 - Characteristics of an Entrepreneur visual
 - Entrepreneurial Self-Assessment Survey Google Form
 - Developing an Entrepreneur Google Doc
- Investigate various data within their local community and how that data can influence entrepreneurship
 - My Community--Then and Now Presentation GUIDance visual
 - What's Missing in the Market? Google Doc
- Understand the decisions an entrepreneur must make in terms of controlling costs of production while developing an understanding of the concept of diminishing marginal productivity
 - Record of Production visual

- Record of Production Google Doc
- Complete end of section questions to evaluate understanding of the stated topics
 - Measuring Economic Activity
 - 2.1 Test Yourself
 - Economic Conditions Change
 - 2.2 Test Yourself
 - Other Measures of Business Activity
 - 2.3 Test Yourself

Remediation:

- Utilization of notes and vocabulary for test study
- Modified extensions and tests based on IEP
- Review exercise at end of section/chapter
- Homework
- Notes
- Review of chapter terms
- Application of principles through case studies
- Project/activity assistance

Instructional Methods:

- Higher order questioning
- Internet research webbing
- Direct instruction
- Teacher modeling and visual aids
- Referencing through current events and news
- Guided and independent reading
- Large and small group discussion and activities
- Independent practice
- Project related to content

Materials & Resources:

- Library sources from district library site
- Online sources
- Newspapers
- Text
- Student/teacher experience
- Google Classroom
- Google Chrome

Assessments:

- **Formative:**
 - Observation
 - Multi-level questioning
 - Discussions, class assignments
 - Class assignments
- **Summative:**
 - Unit vocabulary quizzes
 - Unit tests
 - Projects

Curriculum Scope & Sequence

Planned Course: Introduction to Business

Unit: Business in the Global Economy

Time Frame: 1-2 weeks

State Standards: 15.5.12.A-K; 15.7.12.A-E

Essential Content/Objectives: At the end of the unit, students will be able to:

- Describe importing and exporting activities
- Compare balance of trade and balance of payments
- List factors that affect the value of global currencies
- Describe the components of the international business environment
- Identify examples of formal trade barriers
- Explain actions to encourage international trade
- Discuss activities of multinational organizations
- Explain common international business entry modes
- Describe activities of international trade organizations and agencies

Core Activities: Students will complete/participate in the following:

- Notes/discussion of related terms and concepts
 - Key terms: balance of payments, balance of trade, exchange rate, exports, imports, infrastructure, trade barrier, quota, tariff, embargo, multinational company (MNC), joint venture
 - Chapter 3 Vocabulary Crossword
- Identify and calculate how outside factors affect the value of global currencies
 - Currency Conversion Google Doc
- Identify and understand how businesses operate in the global marketplace
 - EdPuzzle: International Business
- Understand the difference between absolute advantage and comparative advantage
 - EdPuzzle: Absolute Advantage and Comparative Advantage
- Complete end of section questions to evaluate understanding of the stated topics
 - International Business Basics
 - 3.1 Test Yourself
 - The Global Marketplace
 - 3.2 Test Yourself
 - International Business Organizations
 - 3.3 Test Yourself

Remediation:

- Utilization of notes and vocabulary for test study
- Modified extensions and tests based on IEP
- Review exercise at end of section/chapter
- Homework
- Notes
- Review of chapter terms
- Application of principles through case studies
- Project/activity assistance

Instructional Methods:

- Higher order questioning
- Internet research webbing
- Direct instruction
- Teacher modeling and visual aids
- Referencing through current events and news
- Guided and independent reading
- Large and small group discussion and activities
- Independent practice
- Project related to content

Materials & Resources:

- Library sources from district library site
- Online sources
- Newspapers
- Text
- Student/teacher experience
- Google Classroom
- Google Chrome

Assessments:

- **Formative:**
 - Observation
 - Multi-level questioning
 - Discussions, class assignments
 - Class assignments
- **Summative:**
 - Unit vocabulary quizzes
 - Unit tests
 - Projects

Curriculum Scope & Sequence

Planned Course: Introduction to Business

Unit: Social Responsibility of Business and Government

Time Frame: 1-2 weeks

State Standards: 15.2.12.I,P; 15.5.12.K

Essential Content/Objectives: At the end of the unit, students will be able to:

- Describe social responsibility issues
- Identify benefits and costs of social responsibility
- Explain the purpose of a code of ethics
- Identify the roles and levels of government
- Explain government protection activities
- Describe types of intellectual property
- Explain actions by government to regulate business
- Discuss efforts of government to assist businesses
- Identify methods used by government to raise money

Core Activities: Students will complete/participate in the following:

- Notes/discussion of related terms and concepts
 - Key terms: social responsibility, non-renewable resource, ethics, business ethics, code of ethics, contract, patent, copyright, trademark, public utility, monopoly, antitrust laws, revenue
 - Chapter 4 Vocabulary Crossword
- Understand the social responsibility of business and business leaders
 - EdPuzzle: The Social Responsibility of Business
 - EdPuzzle: Social Responsibility | Akeem Lloyd
- Understand monopolies and the negative impact that they have on the global/domestic marketplace
 - EdPuzzle: Monopolies
- Evaluate how laws can affect entrepreneurs as they start their business
 - State/Local Laws related to ;entrepreneurs Google Doc
- Complete end of section questions to evaluate understanding of the stated topics
 - Social Responsibility
 - 4.1 Test Yourself
 - Government Protection Activities
 - 4.2 Test Yourself
 - Government Regulation and Assistance
 - 4.3 Test Yourself

Remediation:

- Utilization of notes and vocabulary for test study
- Modified extensions and tests based on IEP
- Review exercise at end of section/chapter
- Homework
- Notes
- Review of chapter terms
- Application of principles through case studies
- Project/activity assistance

Instructional Methods:

- Higher order questioning
- Internet research webbing
- Direct instruction
- Teacher modeling and visual aids
- Referencing through current events and news
- Guided and independent reading
- Large and small group discussion and activities
- Independent practice
- Project related to content

Materials & Resources:

- Library sources from district library site
- Online sources
- Newspapers
- Text
- Student/teacher experience
- Google Classroom
- Google Chrome

Assessments:

- **Formative:**
 - Observation
 - Multi-level questioning
 - Discussions, class assignments
 - Class assignments
- **Summative:**
 - Unit vocabulary quizzes
 - Unit tests
 - Projects

Curriculum Scope & Sequence

Planned Course: Introduction to Business

Unit: Business Organization

Time Frame: 2-3 weeks

State Standards: 15.3.12.C,D; 15.5.12.L,M; 15.8.12.B

Essential Content/Objectives: At the end of the unit, students will be able to:

- Describe the changing status of U.S. employment
- Discuss the role of business in the U.S. economy
- Describe three major types of businesses
- Understand the three major forms of business ownership
- Determine when each form of business ownership is the most appropriate
- Recognize other specialized business ownership forms
- Understand important principles in designing an effective organization
- Compare alternative organizational structures for businesses

Core Activities: Students will complete/participate in the following:

- Notes/discussion of related terms and concepts
 - Key terms: contingent worker, producer, intermediary, service business, proprietorship, partnership, corporation, partnership agreement, articles of incorporation, franchise, mission statement, goal, policies, procedures, organization chart
 - Chapter 5 Vocabulary Crossword
- Identify the various types of business structures and understand which one would be the right based upon given circumstances
 - EdPuzzle: Business Structures: How to Choose the Right One
 - EdPuzzle: Organisational Structure
 - EdPuzzle: Organizational Structure
- Explore franchises within the global marketplace, specifically franchises that are based out of the United States
 - Franchise Activity (Google Doc)
 - Franchise Activity (Google Slides)
 - Franchise Activity Rubric
- Define and explore issues relating to the legal forms of business ownership
 - Legal Forms of Business Defined visual
 - Advantages and Disadvantages- Legal Forms of Business Google Doc
 - Advantages and Disadvantages- Legal Forms of Business Key visual
 - Legal Forms of Business in the Community Google Doc
 - Entrepreneur Interview Guide Google Doc
- Complete end of section questions to evaluate understanding of the stated topics
 - Business in the U.S. Economy
 - 5.1 Test Yourself
 - Forms of Business Ownership
 - 5.2 Test Yourself
 - Organizational Structure for Businesses
 - 5.3 Test Yourself

Remediation:

- Utilization of notes and vocabulary for test study
- Modified extensions and tests based on IEP
- Review exercise at end of section/chapter
- Homework
- Notes
- Review of chapter terms
- Application of principles through case studies
- Project/activity assistance

Instructional Methods:

- Higher order questioning
- Internet research webbing
- Direct instruction
- Teacher modeling and visual aids
- Referencing through current events and news
- Guided and independent reading
- Large and small group discussion and activities
- Independent practice
- Project related to content

Materials & Resources:

- Library sources from district library site
- Online sources
- Newspapers
- Text
- Student/teacher experience
- Google Classroom
- Google Chrome

Assessments:

- **Formative:**
 - Observation
 - Multi-level questioning
 - Discussions, class assignments
 - Class assignments
- **Summative:**
 - Unit vocabulary quizzes
 - Unit tests
 - Projects

Curriculum Scope & Sequence

Planned Course: Introduction to Business

Unit: Entrepreneurship and Small Business Management

Time Frame: 2-3 weeks

State Standards: 15.3.12.A,D,I; 15.5.12.A-E,L,M

Essential Content/Objectives: At the end of the unit, students will be able to:

- Identify characteristics of successful entrepreneurs
- Recognize the importance of entrepreneurship in the economy
- Describe opportunities and risks of entrepreneurship
- Identify important characteristics of small businesses
- Recognize the competitive advantages of small businesses
- Identify problems faced by many small businesses
- Recognize important factors to be considered when starting a business
- Describe the elements of a business plan
- Identify types and sources of financing for a small business

Core Activities: Students will complete/participate in the following:

- Notes/discussion of related terms and concepts
 - Key terms: entrepreneur, entrepreneurship, venture capital, innovation, improvement, small business, Small Business Administration (SBA), business plan, start-up financing, short-term financing, long-term financing
 - Chapter 6 Vocabulary Crossword
- Understand what it takes to have the entrepreneurial spirit in the global economy
 - EdPuzzle: Entrepreneurship
- Identify the entrepreneurship drive to create something either through innovation or improvement
 - EdPuzzle: Accidental Inventions That Changed the World
- Identify the characteristics needed to be an entrepreneur and determine if the students have the entrepreneurial drive
 - Are You Ready to Take the Risk? Google Doc
- Learn about the characteristics and what business skills entrepreneurs have and discover entrepreneurial talent within the state of Nebraska
 - All Hail the Runza (article)
 - Runza Can't Be Done Fast (article)
 - Don Everett Sr.'s key to success Google Doc
 - NET's "What If" videos
- Determine what factors entrepreneurs consider when determining how to use their economic resources
 - Entrepreneur Interview Questions Google Doc

- Complete end of section questions to evaluate understanding of the stated topics
 - Becoming an Entrepreneur
 - 6.1 Test Yourself
 - Small Business Basics
 - 6.2 Test Yourself
 - Starting a Small Business
 - 6.3 Test Yourself

Remediation:

- Utilization of notes and vocabulary for test study
- Modified extensions and tests based on IEP
- Review exercise at end of section/chapter
- Homework
- Notes
- Review of chapter terms
- Application of principles through case studies
- Project/activity assistance

Instructional Methods:

- Higher order questioning
- Internet research webbing
- Direct instruction
- Teacher modeling and visual aids
- Referencing through current events and news
- Guided and independent reading
- Large and small group discussion and activities
- Independent practice
- Project related to content

Materials & Resources:

- Library sources from district library site
- Online sources
- Newspapers
- Text
- Student/teacher experience
- Google Classroom
- Google Chrome

Assessments:

- **Formative:**
 - Observation
 - Multi-level questioning
 - Discussions, class assignments
 - Class assignments
- **Summative:**
 - Unit vocabulary quizzes
 - Unit tests
 - Projects

Curriculum Scope & Sequence

Planned Course: Introduction to Business

Unit: Management and Leadership

Time Frame: 2-3 weeks

State Standards: 15.3.12.A; 15.8.12.A-E,G,H

Essential Content/Objectives: At the end of the unit, students will be able to:

- Define the five functions of management
- Describe the levels of management in businesses and organizations
- Discuss how and when to use the two management styles
- Describe the need for leadership skills and the characteristics of an effective leader
- Identify the human relations skills needed by managers and leaders
- Recognize four types of leadership influence
- Justify the need for ethical management
- Identify the role of leaders in increasing ethical behavior

Core Activities: Students will complete/participate in the following:

- Notes/discussion of related terms and concepts
 - Key terms: management, planning, organizing, staffing, implementing, controlling, management style, leadership, human relations, influence, informal influence, formal influence, ethical business practices, core values
 - Chapter 7 Vocabulary Crossword
- Understand and be able to explain the importance of the five functions of management in the world of business
 - EdPuzzle: What are the Five Functions of Management
- Identify the importance of effective management and collaboration
 - EdPuzzle: Leadership and Effective Collaboration
- Understand that situations arise in the workplace and leaders must effectively decide how to handle those situations
 - EdPuzzle: Ethical Dilemmas
- Evaluate business plans, learn about the essential components of a business plan, and identify the purpose of a business plan
 - Business plan Google Doc
 - Business Plan Guide Google Doc
 - Elevator Pitch Guidelines visual
- Complete end of section questions to evaluate understanding of the stated topics
 - Management Functions and Styles
 - 7.1 Test Yourself
 - Leadership
 - 7.2 Test Yourself
 - Ethical Management
 - 7.3 Test Yourself

Remediation:

- Utilization of notes and vocabulary for test study
- Modified extensions and tests based on IEP
- Review exercise at end of section/chapter
- Homework
- Notes
- Review of chapter terms
- Application of principles through case studies
- Project/activity assistance

Instructional Methods:

- Higher order questioning
- Internet research webbing
- Direct instruction
- Teacher modeling and visual aids
- Referencing through current events and news
- Guided and independent reading
- Large and small group discussion and activities
- Independent practice
- Project related to content

Materials & Resources:

- Library sources from district library site
- Online sources
- Newspapers
- Text
- Student/teacher experience
- Google Classroom
- Google Chrome

Assessments:

- **Formative:**
 - Observation
 - Multi-level questioning
 - Discussions, class assignments
 - Class assignments
- **Summative:**
 - Unit vocabulary quizzes
 - Unit tests
 - Projects