



# Introduction to Business CURRICULUM

Board Approved: [date]

## Course Information

### Course Description:

This course is designed to introduce students to how business works in today's society and to provide a foundation for other business courses. Students will explore aspects of the business world including marketing, management, economics, ethics, social responsibility, job and interview readiness skills, and career exploration. Workplace communication, leadership skills, and presentation media will be taught throughout the class.

### Transfer Goals:

- Students will have the skills to be a wise consumer in today's economy.
- Students will be able to recognize their interests and aptitudes to explore future career paths.
- Students will be equipped with the management and leadership skills necessary to foster a collaborative, efficient, and innovative work environment.
- Students will understand the foundations of business ownership, incorporate the risks and rewards, and create a business plan from an entrepreneurial viewpoint.

Curriculum Standards: [Introduction to Business Standards](#)

Curriculum Resource(s): TBD

*\*priority standards indicated in bold*

Introduction to Business Page 1

BOE Approved: [XX/XX/XXX]

Patrons with questions about the course should contact [curriculum@fhdschools.org](mailto:curriculum@fhdschools.org)

# Unit 1: Economic Awareness

Timeframe: 7 weeks

## Unit Description:

Students will explore the basics of economics and learn how decisions impact consumers and businesses. They will gain an understanding of different economic systems and examine how supply and demand affect the economy and consumer behavior. By the end of the unit, students will have a clear view of the fundamental economic principles and their real-world applications.

## Enduring Understandings:

- The basic economic problem impacts the decision-making process.
- The relationship of supply and demand influences prices for consumers.
- Economic indicators measure the stability of an economy.
- Countries operate under different economic systems.
- Government policies may impact the economy in both expected and unexpected ways.

## Essential Questions:

- How does the basic economic problem drive the decisions made by both consumers and producers?
- How does the supply and demand of products impact pricing in the marketplace?
- How do we measure the stability of a country's economy given Gross Domestic Product (GDP) and unemployment rates?
- How is a country's economic system determined based on how a country answers the three economic questions: what to produce, how to produce it, and for whom to produce it?
- How can government policies have intended and unintended effects on the economy?

## Unit 1 Standards

STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
EA 2	• I can examine goods and services as related to the economic problem.
EA 3	• I can compare and contrast economic systems and their resources.
EA 4	• I can evaluate the relationship between supply, demand, and price.
EA 5	• I can interpret the effects of inflation and deflation.
EA 6	• I can describe the four phases of the business cycle.
EA 7	• I can analyze economic indicators (e.g., CPI, unemployment, GDP,

*\*priority standards indicated in bold*

Introduction to Business Page 2

BOE Approved: [XX/XX/XXX]

Patrons with questions about the course should contact [curriculum@fhsdschools.org](mailto:curriculum@fhsdschools.org)

	<b>GNP).</b>
<b>CD 1</b>	<ul style="list-style-type: none"> <li>• <b>I can describe the stages of wise and unwise buying practices and the process.</b></li> </ul>
CD 3	<ul style="list-style-type: none"> <li>• I can explain the government's role in consumer affairs.</li> </ul>
RS 3	<ul style="list-style-type: none"> <li>• I can demonstrate effective research on a given topic.</li> </ul>

*\*priority standards indicated in bold*

Introduction to Business Page 3

BOE Approved: [XX/XX/XX]

Patrons with questions about the course should contact [curriculum@fhdschools.org](mailto:curriculum@fhdschools.org)

# Unit 2: Global Economic Awareness

Timeframe: 3 weeks

## Unit Description:

Students will explore the global business landscape, uncovering what it takes to succeed in international markets. They'll delve into the key factors influencing global trade, including currency values, economic conditions, and political stability. Students will understand how these elements shape business practices across different countries and impact global commerce.

## Enduring Understandings:

- The global economy impacts our standard of living.
- Countries must operate interdependently to meet the needs and wants of the citizens.
- It is important to take into consideration a country's business environment when deciding to participate in international business.

## Essential Questions:

- How does a positive trade relationship improve our standard of living?
- As a country, how does the United States operate interdependently with other countries and why is this important to understand?
- How can a country's geographic, economic, political, legal, and cultural factors influence conducting business in a foreign country?

## Unit 2 Standards

STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
<b>GEA 1</b>	• <b>I can describe the influence of international trade on business.</b>
GEA 3	• I can describe ethical standards and social and cultural differences of various regions.
GEA 5	• I can discuss the impact of globalization on business and consumers.
GEA 6	• I can compare and contrast the US dollar to other currencies.
Unit 1 Standards	• Including standards from Unit 1: EA 3, EA 4, EA 7, RS 3.

*\*priority standards indicated in bold*

Introduction to Business Page 4

BOE Approved: [XX/XX/XXX]

Patrons with questions about the course should contact [curriculum@fhsdschools.org](mailto:curriculum@fhsdschools.org)

# Unit 3: Social Responsibility and Consumerism

Timeframe: 7 weeks

## Unit Description:

Students will discover why social responsibility and ethical practices are crucial for businesses. They will explore their own rights and responsibilities as consumers and see how their choices influence the economy. Additionally, students will learn about the government's role in safeguarding citizens, consumers, and businesses, gaining insight into the balance between regulation and economic freedom.

## Enduring Understandings:

- Companies benefit from practicing social responsibility and operating ethically.
- Consumers have rights in place that keep them safe, as well as responsibilities that they should abide by.
- Companies establish a code of ethics to state what is appropriate and inappropriate behavior in the workplace.
- Diversity in the workplace results in success for the company.

## Essential Questions:

- What are the benefits and costs of social responsibility?
- What rights and responsibilities do individuals have as consumers and how can they exercise those rights?
- What is the purpose of establishing a code of ethics in business?
- How does diversity in the workplace impact the success of a company?

## Unit 3 Standards

STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
CD 5	<ul style="list-style-type: none"> <li>• I can differentiate the rights and responsibilities of consumers (e.g., following the manufacturer's directions, and the claims process for defective merchandise).</li> </ul>
CIS 4	<ul style="list-style-type: none"> <li>• I can explain how diversity impacts the workplace.</li> </ul>
CIS 6	<ul style="list-style-type: none"> <li>• I can assess appropriate workplace behaviors.</li> </ul>
<b>CIS 8</b>	<ul style="list-style-type: none"> <li>• <b>I can examine unethical conduct and its potential consequences.</b></li> </ul>
Unit 1 Standards	<ul style="list-style-type: none"> <li>• Including standards from Unit 1: RS 3.</li> </ul>

*\*priority standards indicated in bold*

Introduction to Business Page 5

BOE Approved: [XX/XX/XXX]

Patrons with questions about the course should contact [curriculum@fhdschools.org](mailto:curriculum@fhdschools.org)

# Unit 4: Career Exploration and Awareness

Timeframe: 4 weeks

## Unit Description:

In this unit, students will project themselves into the world of work, exploring careers that match their passions and talents. They will learn how to research potential jobs and gain the skills needed to land the perfect position, from crafting standout resumes to acing interviews. Students will be ready to take their first confident steps toward a career that excites them.

## Enduring Understandings:

- Individual skills, interests, and aptitudes should be examined to aid in determining a career choice.
- Setting both short-term and long-term goals can help lead to greater success in preparing for one's future.
- It is important to take time and consideration when completing job applications, resumes, and other employment documents.

## Essential Questions:

- Why is it important to assess interests and aptitudes when considering a career choice?
- How can the goal-setting process provide guidance when planning for career pathways and lifelong success?
- How can individuals ensure that their job application, resume, and other documents give an employer a positive first impression of them as a potential employee?

## Unit 4 Standards

STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
ES 1	<ul style="list-style-type: none"> <li>• I can explain why employment is important.</li> </ul>
<b>ES 2</b>	<ul style="list-style-type: none"> <li>• <b>I can assess individual interests and aptitudes.</b></li> </ul>
ES 4	<ul style="list-style-type: none"> <li>• I can develop short-term and long-term career goals.</li> </ul>
ES 5	<ul style="list-style-type: none"> <li>• I can complete a job application and other employment documents.</li> </ul>
ES 6	<ul style="list-style-type: none"> <li>• I can demonstrate interviewing skills.</li> </ul>
Unit 1 Standards	<ul style="list-style-type: none"> <li>• Including standards from Unit 1: RS 3.</li> </ul>

*\*priority standards indicated in bold*

Introduction to Business Page 6

BOE Approved: [XX/XX/XX]

Patrons with questions about the course should contact [curriculum@fhdschools.org](mailto:curriculum@fhdschools.org)

# Unit 5: Business Operations

Timeframe: 8 weeks

## Unit Description:

Students will be introduced to the functions of a manager in a business environment. They will be able to recommend different management styles for various workplace situations and will be able to complete activities focusing on the functions of marketing.

## Enduring Understandings:

- There are different levels of management in businesses and organizations.
- There are various types of management styles.
- Companies create a plan that identifies how they will incorporate the seven functions of marketing.
- A successful marketing strategy involves setting a target market and establishing the marketing mix.

## Essential Questions:

- What types of tasks are important to each level of management?
- How can someone evaluate a situation to determine the best management style for the problem?
- How does targeted marketing influence consumers?
- What does a successful marketing strategy look like?
- Why is it important to establish a target market and relate it to the marketing mix?

## Unit 5 Standards

STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
BO 1	<ul style="list-style-type: none"> <li>• I can explain the organizational design of businesses (e.g., business ownership, types of businesses, etc.).</li> </ul>
BO 5	<ul style="list-style-type: none"> <li>• I can explain the functions of human resource management.</li> </ul>
<b>BO 8</b>	<ul style="list-style-type: none"> <li>• <b>I can explain the concept of marketing and advertising strategies.</b></li> </ul>
<b>BO 9</b>	<ul style="list-style-type: none"> <li>• <b>I can describe the functions of a manager in a business environment.</b></li> </ul>
<b>BO 10</b>	<ul style="list-style-type: none"> <li>• <b>I can describe different management styles.</b></li> </ul>
Unit 1 Standards	<ul style="list-style-type: none"> <li>• Including standards from Unit 1: RS 3.</li> </ul>

*\*priority standards indicated in bold*

Introduction to Business Page 7

BOE Approved: [XX/XX/XXX]

Patrons with questions about the course should contact [curriculum@fhsdschools.org](mailto:curriculum@fhsdschools.org)

# Unit 6: Entrepreneurship and Starting a Business

Timeframe: 5 weeks

## Unit Description:

Students will dive into the exciting world of entrepreneurship, uncovering what it takes to turn an idea into a thriving business. They will explore the traits of successful entrepreneurs, learn the steps to launch a startup, and weigh the rewards and risks of owning a business. Along the way, students will brainstorm innovative ideas and craft a business plan, setting the stage for their own entrepreneurial journey.

## Enduring Understandings:

- There are both opportunities and risks to being an entrepreneur or owning a small business.
- The local and global economy benefits from entrepreneurship and small businesses.
- Successful entrepreneurs possess skills and characteristics that maximize their chances of success.

## Essential Questions:

- How can an entrepreneur weigh the opportunities and risks when opening a business?
- In what ways can entrepreneurs mitigate risks when starting a new business?
- What skills and characteristics do entrepreneurs possess that increase their chance of success?

## Unit 6 Standards

STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
E 2	<ul style="list-style-type: none"> <li>• I can compare one's individual characteristics to those of an entrepreneur.</li> </ul>
E 3	<ul style="list-style-type: none"> <li>• <b>I can compare and contrast the rewards and risks of owning a business.</b></li> </ul>
E 4	<ul style="list-style-type: none"> <li>• I can identify the process of starting a business by utilizing a business plan (e.g., description of the company, description of service/product, etc).</li> </ul>
Unit 1 Standards	<ul style="list-style-type: none"> <li>• Including standards from Unit 1: RS 3.</li> </ul>

*\*priority standards indicated in bold*

Introduction to Business Page 8

BOE Approved: [XX/XX/XXX]

Patrons with questions about the course should contact [curriculum@fhdschools.org](mailto:curriculum@fhdschools.org)