

District Overview:

The overarching goal of the business department is to prepare students for the many places of their personal and professional lives. A basic understanding of the language of business and technology can drastically improve understandings and decision making for life choices. In the curriculum, students will not only be exposed to basic business concepts, but also the skills of presentation, critical thinking, teamwork, creativity, and other skills in high demand. The department will provide a myriad of experiential learning through interactions with experts in the field, location visits, simulations, industry certifications, and real-world problems taken from the business community. By infusing our curriculum with these real-world experiences, we can provide meaningful learning experiences that allow students to take ownership in their learning.

Introduction to Business Description:

Introduction to Business provides students with opportunities to learn and experience a variety of topics in the field of business: study of owning a business, handling business information, operating a retail business, planning for careers in business, using banking services, learning to be an intelligent consumer, managing your money, investing, buying insurance, using credit and learning about the role of computers in everyday life. Students will be exposed to various economies, their roles in our economy, entrepreneurship, marketing, managing financial and technological resources, and the use of social media as it relates to owning a business. As they engage in activities, they will be writing, investigating, problem-solving, demonstrating, and reporting on information.

Units:

- Unit 1: Economic Environment
- Unit 2: Business Operations
- Unit 3: Manager as a Leader
- Unit 4: Producing and Marketing Goods and Services
- Unit 5: Credit in Our Economy
- Unit 6: Financial Institutions and Banking Services



Subject: Introduction to Business	Grade: 9 - 12	Suggested Timeline: 4 weeks
Unit Title: Economic Environment		
Unit Overview/Essential Understanding: Students will describe the six-step decision making model. They will learn and discuss economic systems. Explanations will prove their understanding on the three economic roles each of us performs in our private enterprise. They will learn how the health and progress of our economy is measured. Essential Questions: <ul style="list-style-type: none">• What are our economic choices?• What are the types of economic systems?• What economic roles do we perform?• How do we measure economic growth?• What is the business cycle?• What is inflation and deflation?		
Unit Objectives: Students will be able to: <ul style="list-style-type: none">• Distinguish between needs and wants• Distinguish between the economic resources• Illustrate the difference between goods, services, needs, and wants• Describe the economic resources used in the production of goods and services• Demonstrate the decision-making process• Illustrate the four categories measured in the GDP• Categorize durable and nondurable goods• Categorize business conditions into one of the business cycles		

Focus Standards Addressed in this Unit:

- 15.7.8.D - Explain the advantages and disadvantages of different types of governments on business
- 15.7.5.E - Discuss laws in the U.S. that promote free enterprise
- 15.7.12.E - Examine the legal requirements (foreign and domestic) of operating a business
- 15.7.8.G - Classify products and services as imports or exports
- EC.IV.A - Analyze the role of markets and prices in the U.S. economy

Important Standards Addressed in this Unit:

- 15.7.12.A - Assess the impact of political and economic changes on global business
- 15.7.12.C - Examine business protocol of several countries as related to social customs, business customs, and politics
- NBEA - Economics - Markets and Prices - Analyze the role of markets and prices in the US economy
- NBEA - Economics - Market Structures - Analyze the different types of market structures and the effect they have on the price and quality of goods and services
- NBEA Economics - Global Economic Concepts - Examine the role of trade, protectionism, and monetary markets in the global economy

Misconceptions:

- Students may have a hard time understanding how each economy is run and how it effects the production of goods and services.

Concepts/Content:

- Economic decision making
- Factors of production
- Goods and services
- Wants and needs
- Natural resources
- Capital resources
- Human resources
- Marketplace
- Competition
- Private enterprise
- Private property

Competencies/Skills:

- Explain scarcity and how it impacts needs and wants
- Explain opportunity costs and tradeoffs
- Explain the basic economic problem
- Explain the three economic questions every economy must answer
- Explain the features of a free enterprise

Description of Activities:

- Teacher guided instruction for vocabulary for this unit
- Exercises and activities from worksheets that include illustration and research of companies that provide needs, wants, goods, and services, the business cycle, and the types of resources
- Class discussions on the Gross Domestic Product and standard of living

<ul style="list-style-type: none"> • Profit motive • Worker productivity • Supply and demand • Standard of living • Gross domestic product • Prosperity • Recession • Depression • Recovery • Inflation • Deflation 	<ul style="list-style-type: none"> • Explain the difference between supply and demand • Explain how Gross Domestic Product, GDP per capita and labor productivity are used as measurements of economic performance • Describe the four phases of the business cycle • Define inflation and deflation 	
<p>Assessments:</p> <ul style="list-style-type: none"> • Formative and summative assessments to assess understanding • Assessments may include practical worksheet assignments and tests 		
<p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"> • History connections in types of economies • Reading- Understanding context clues to what they are reading 	<p>Additional Resources:</p> <ul style="list-style-type: none"> • District approved materials and textbook • Teacher created resources • District approved online resources 	



Subject: Introduction to Business	Grade: 9 - 12	Suggested Timeline: 5 weeks
Unit Title: Business Operations		
Unit Overview/Essential Understanding: Students will describe the fundamentals of business organizations and ownership. They will learn and discuss the organizational chart of businesses. Explanations will prove their understanding on how a business grows from a sole proprietorship to a corporation. Essential Questions: <ul style="list-style-type: none">• What are the different types of offices?• What are the different types of businesses?• What are the different types of business ownerships?• Who are the different types of employees?		
Unit Objectives: Students will be able to: <ul style="list-style-type: none">• Categorize offices, business, ownerships, and employees• Create an organization chart for various business ownerships		
Focus Standards Addressed in this Unit: <ul style="list-style-type: none">• 15.2.12.B - Analyze a specific occupation within a career cluster• 15.2.12.D - Analyze job tasks and responsibilities when working in a virtual versus a traditional work environment• 15.2.12.J - Analyze career goals based on, but not limited to, interest, lifestyle, skills, and values in order to transition from high school• 15.3.12.Q - Analyze communication channels and their effectiveness within the corporate culture• 15.3.12.V - Evaluate how mobile communication impacts businesses or organizations• 15.8.12.B - Organization and Characteristics of Business - Analyze the costs and benefits of organizing a business as a sole proprietorship, partnership, or corporation• 15.8.12.E - Management Functions - Evaluate how businesses are organized to achieve desired goals		

Important Standards Addressed in this Unit:

- 15.7.12.B - Evaluate logistical considerations of operating an international business
- 15.7.12.F - Examine economic issues in a country that engages in international business activities
- 15.7.12.G - Analyze global businesses and the impact on the countries where they operate
- NBEA Entrepreneurship – Entrepreneurs and Entrepreneurial Opportunities - A and C- Recognize the entrepreneurs possess unique characteristics and evaluate the degree to which one possesses those characteristics

Misconceptions:

- Students may have a hard time understanding the advantages and disadvantages of business ownership.
- Students may get confused with creating an organizational chart.

Concepts/Content:

- Telecommuting
- Home office
- Traditional office
- Mass production
- Manufacturer
- Custom manufacturer
- Extractor
- Processing
- Board of directors
- Sole proprietorship
- Municipal corporation
- Partnership
- Corporation
- Dividend
- Shareholder
- Cooperative
- Franchise

Competencies/Skills:

- Create an office space appropriate for a selected career
- Differentiate between businesses
- Create an organizational chart

Description of Activities:

- Teacher guided instruction for vocabulary and construction of an organizational chart
- Teacher guided instruction for the types of offices, types of businesses, and types of employees
- Exercises and activities that include constructing a traditional office, research careers, and determining business ownership
- Class discussions the difference between a corporation and a municipal corporation

<ul style="list-style-type: none">• Organizational chart		
Assessments: <ul style="list-style-type: none">• Formative and summative assessments to assess understanding• Assessments may include practical worksheet assignments and tests		
Interdisciplinary Connections: <ul style="list-style-type: none">• History connections in types of businesses and how they affect our economy• Reading - Understanding context clues to what they are reading	Additional Resources: <ul style="list-style-type: none">• District approved materials and textbook• Teacher created resources• District approved online resources	



Subject: Introduction to Business	Grade: 9 -12	Suggested Timeline: 5 weeks
Unit Title: Manager as a Leader		
Unit Overview/Essential Understanding: Students will describe the various characteristics and styles of managers and leaders. They will learn and discuss the key five human relation skills needed in management. Explanations and role play will prove their understanding of the types of influences that leaders use.		
Essential Questions: <ul style="list-style-type: none">• How do we influence workers, use proper leadership skills?• How does a business use effective marketing to sell their products/services?		
Unit Objectives: Students will be able to: <ul style="list-style-type: none">• Discuss the common characteristics of effective leaders• Explain the five human relation skills needed by managers• Identify four types of influences that leaders use• Describe the two main types of leadership styles		
Focus Standards Addressed in this Unit: <ul style="list-style-type: none">• 15.2.12.P - Evaluate conflicts within the workplace and demonstrate procedures to acquire a positive resolution• 15.8.12.G - Analyze leadership skills necessary for leading at various management levels• 15.8.12.H - Analyze motivational theories and their application in a business or organization• 15.8.12.L - Explain the purpose and activities of a human resource department in a business or organization		
Important Standards Addressed in this Unit: <ul style="list-style-type: none">• NBEA - Management - Management Functions A and C - Analyze the management functions and their implementation and integration within the business environment• NBEA - Management - Business Organization B and C - Analyze management theories and their application within the business environment		

- NBEA - Career Development - Workplace Expectations D - Relate the importance of workplace expectations to career development

Misconceptions:

- Students may have a hard time distinguishing between the leadership characteristics.
- Students may get confused with which managerial influences is best used in certain situations.

Concepts/Content:

- Leadership
- Mixed management
- Expert influence
- Reward influence
- Leadership style
- Tactical management
- Human relations
- Identity influence
- Strategic management
- Position influence

Competencies/Skills:

- Describe leadership characteristics and human relations skills needed by a manager

Description of Activities:

- Teacher guided instruction for vocabulary
- Exercises and activities that role playing, creating a leadership characteristic booklet, and determine with influence is best under which business conditions

Assessments:

- Formative and summative assessments to assess understanding
- Assessments may include practical worksheet assignments, role plays, team building, and tests

Interdisciplinary Connections:

- History connections in human behavior and how to dictate others
- Reading- Understanding context clues to what they are reading

Additional Resources:

- District approved materials and textbook
- Teacher created resources
- District approved online resources



Subject: Introduction to Business	Grade: 9 - 12	Suggested Timeline: 11 weeks
Unit Title: Producing and Marketing Goods and Services		
Unit Overview/Essential Understanding: Students will describe how marketing plays a key role when introducing a new product into the market. They will learn and discuss the marketing functions needed for an exchange to occur. Explanations will prove their understanding of the four P's of marketing. They will learn the channels of distribution and the effects it has on price.		
Essential Questions: <ul style="list-style-type: none">• What are the advantages of small businesses?• How do you create a business plan?• How can you market a product/service effectively?		
Unit Objectives: Students will be able to: <ul style="list-style-type: none">• List common marketing activities and define the marketing concept• Explain the two steps in marketing planning• Explain the advantage of small businesses in providing customer service• Create a marketing concept, including a business plan, prototype, and advertisements		
Focus Standards Addressed in this Unit: <ul style="list-style-type: none">• 15.5.12.D - Entrepreneurs in the Domestic Economy - Create a business plan using appropriate data to support the business concept• 15.8.12.D - Management Functions - Analyze the effectiveness of a business plan for setting and achieving objectives• 15.9.12.C - Marketing Fundamentals - Evaluate the influence of members of a marketing channel, including company, intermediaries, retailer, and consumer• 15.9.12.F - Marketing Mix - Evaluate processes needed to obtain, develop, maintain, and improve products or services; including product development, packaging, branding, product mix, product life cycle, and product positioning• 15.9.12. I - Marketing Mix - Design a comprehensive promotion plan for a product or service		

Important Standards Addressed in this Unit:

- NBEA - Entrepreneurship - Entrepreneurs and Entrepreneurial Opportunities - Recognize that entrepreneurs possess unique characteristics and evaluate the degree to which one possesses those characteristics
- NBEA - Entrepreneurship - Economics D - Apply economic concepts when making decisions
- NBEA - Entrepreneurship - Finance A - Use the financial competencies needed by an entrepreneur
- NBEA - Marketing - Consumers and Their Behavior B - Analyze the characteristics, motivations, and behaviors of consumers
- NBEA - Marketing - The Marketing Mix A - D - Analyze the elements of the marketing mix
- NBEA - Entrepreneurship - Management A - F - Develop a management plan for an entrepreneurial venture

Misconceptions:

- Students may have a hard time determining their marketing strategies for their product development.

Concepts/Content:

- Marketing functions
- Pricing
- Promotion
- Place - location of sales
- Product
- Marketing concept
- Target market
- Marketing mix
- Marketing strategy
- Channel of distribution
- Direct channel of distribution
- Indirect channel of distribution
- Wholesaler
- Entrepreneur
- Business plan

Competencies/Skills:

- Describe how small businesses can successfully produce and market products and services
- Finalize the production and marketing of a product or service

Description of Activities:

- Teacher guided instruction for vocabulary for the marketing unit
- Exercises and activities that include the marketing of a new product – including price, promotion, place, and product, creating marketing strategies, and presentation to the class



Assessments:

- Formative and summative assessments to assess understanding
- Assessments may include practical worksheet assignments, marketing presentation, and tests

Interdisciplinary Connections:

- Consumer Math connections in how consumers are influenced
- Reading - Understanding context clues to what they are reading

Additional Resources:

- District approved materials and textbook
- Teacher created resources
- District approved online resources



Subject: Introduction to Business	Grade: 9 - 12	Suggested Timeline: 6 weeks
Unit Title: Credit in Our Economy		
Unit Overview/Essential Understanding: Students will describe what credit is and why it is important in our economy. They will learn and discuss the uses of credit. Explanations and accurate computation will prove their understanding on the cost of credit. They will learn what credit laws protect consumers.		
Essential Questions: <ul style="list-style-type: none">• Why do people use credit?• How much of an extra cost is it to use credit?• What can people do when they have credit problems?		
Unit Objectives: Students will be able to: <ul style="list-style-type: none">• Explain what credit is and how it is used• Distinguish between loan credit, sales credit, and trade credit• Discuss how credit is granted, including the three C's of credit• Describe 3 types of charge accounts: regular, budget, revolving• List common types of credit cards• Explain how installment credit sales differ from credit card sales• Explain how simple interest is computed• Explain the costs of credit in addition to interest		
Focus Standards Addressed in this Unit: <ul style="list-style-type: none">• 15.6.12.H - Evaluate payment methods for major purchases• 15.6.12.K - Analyze the impact of a positive or negative credit history• 15.6.12.L - Research major consumer credit laws and their impact on individuals in debt• 15.6.12.M - Assess the impact of identity theft; develop a plan for correcting a negative credit report		

Important Standards Addressed in this Unit:

- NBEA - Economics - Personal Finance - Using Credit - Analyze factors that affect the choice of credit
- NBEA - Economics - Personal Finance - Protecting Against Risk - Analyze choices available to consumers for protection against risk

Misconceptions:

- Students may have a hard time calculating maturity date and value.

Concepts/Content:

- Capacity
- Character
- Creditor
- Trust
- Capital
- Credit references
- Trade credit
- Sales credit
- Loan credit
- Installment sales credit
- Budget account
- Cosigner
- Down payment
- Debtor
- Collateral
- Finance charge
- Revolving account
- Simple interest
- Principal
- Maturity date
- Credit insurance
- Annual percentage rate

Competencies/Skills:

- Describe several appropriate uses of credit by individuals, businesses, and governments
- Identify costs of credit and how to compute interest
- Explain what credit is and the basis on which it is granted
- Describe several appropriate uses of credit by individuals, businesses, and governments
- Identify costs of credit and how to compute interest
- Explain what credit is and the basis on which it is granted

Description of Activities:

- Teacher guided instruction for vocabulary presented in this unit
- Exercises and activities that include completing a credit card application, reviewing a credit report, and creating a short two-minute video on any concept in this unit
- Class discussions on the laws of credit



<ul style="list-style-type: none">• Credit bureau• Credit record• Creditworthy• Truth-in-lending law• Fair credit reporting act• Fair credit billing act• Debt repayment plan		
Assessments: <ul style="list-style-type: none">• Formative and summative assessments to assess understanding• Assessments may include practical worksheet assignments and tests		
Interdisciplinary Connections: <ul style="list-style-type: none">• Math connections in calculating the cost of credit• Reading - Understanding context clues to what they are reading	Additional Resources: <ul style="list-style-type: none">• District approved materials and textbook• Teacher created resources• District approved online resources	

Subject: Introduction to Business	Grade: 9 - 12	Suggested Timeline: 5 weeks
Unit Title: Financial Institutions and Banking Services		
Unit Overview/Essential Understanding: Students will describe the difference types of banks and financial institutions. They will learn and discuss how to open a checking, write checks, and make deposits. Explanations will prove their understanding on the others forms of payments other than checks.		
Essential Questions: <ul style="list-style-type: none">• What services do financial institutions offer?• How do you maintain a checking account?• Are they fees applied to certain accounts?• How do financial institutions make money?		
Unit Objectives: Students will be able to: <ul style="list-style-type: none">• Describe the major types of deposit-type and no deposit financial institutions• Detail the services provided by the financial industry• Outline the functions of the Federal Reserve System• Explain how banks earn money, help communities, and create economic growth• Explain the difference between the two major types of checking accounts• Detail the process of opening a checking account• Define three types of endorsements and explain when each is used• Demonstrate proper check-writing procedures• Explain the purpose of a stop-payment order• Name three special types of checks• Describe how payments are made through electronic funds transfer• Explain how checks clear the banking system		

- Describe the information on a bank statement
- Reconcile a checking account
- Discuss factors to consider when selecting a financial institution

Focus Standards Addressed in this Unit:

- 15.1.12.P - Financial Reporting and Analysis - Analyze and perform the reconciliation of accounts
- 15.6.12.I - Money Management / Credit and Debt - Analyze the functions of the Federal Reserve and other financial institutions

Important Standards Addressed in this Unit:

- NBEA - Economics - Personal Finance - Banking and Financial Institutions - Evaluate services provided by financial deposit institutions
- NBEA - Economics - Personal Finance - Buying Goods and Services - Apply a decision-making model to maximize consumer satisfaction when buying goods and services
- NBEA - Economics - Personal Finance - Personal Decision Making - Use a rationale decision-making process as it applies to the roles of citizens, workers, and consumers
- NBEA - Economics - Personal Finance - Earning a Living - Identify various forms of income and analyze factors that affect income
- NBEA - Economics - Personal Finance - Managing Finances and Budgeting - Develop and evaluate a spending/savings plan
- NBEA - Economics - The Role of Government - Analyze the role of government in the economic systems

Misconceptions:

- Students may have a hard time doing a bank reconciliation

Concepts/Content:

- Commercial bank
- Mutual savings bank
- Trust companies
- Savings and loan association
- Credit union
- Consumer finance company
- FDIC
- Safe deposit box

Competencies/Skills:

- List the main services offered by banks and other financial institutions
- Explain how to open a checking account
- Demonstrate how to use checks and other payment methods
- Compare services at different financial institution

Description of Activities:

- Teacher guided instruction for vocabulary in this unit
- Exercises and activities that include completing a bank simulation and bank reconciliation
- Class discussions on the different types of financial institutions



<ul style="list-style-type: none">• Investments• Check register• Deposit slip• Check stub• Endorsement• Signature card• Restrictive endorsement• Special endorsement• Blank endorsement• Service charge• Joint account• Forgery• Postdate check• overdrawing• Payee• Drawer• Stop-payment order• Money order• Canceled checks• Outstanding checks• Bank statement• Bank reconciliation		
Assessments: <ul style="list-style-type: none">• Formative and summative assessments to assess understanding• Assessments may include practical worksheet assignments, banking simulation, and tests		
Interdisciplinary Connections: <ul style="list-style-type: none">• Math connections in calculating checkbook balances and bank reconciliations	Additional Resources: <ul style="list-style-type: none">• District approved materials and textbook• Teacher created resources	

- Reading - Understanding context clues to what they are reading

- District approved online resources