

**Wilson Area School District
Planned Course Guide**

Title of Planned Course: Introduction to Business

Subject Area: Business

Grade Level: 9-12

Course Description: This course is designed to introduce and implement principals of business and to prepare students to be knowledgeable consumers, prepared employees and effective citizens in our economy.

Time/Credit for this Course: 1 credit – 1 full year

Curriculum Writing Committee: Joan M. Hughes

**Wilson Area School District
Planned Course Materials**

Course Title: Introduction to Marketing

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

Teacher Resources: Exam view test generator, workbook

Curriculum Map

August	Business in the Global Economic Environment <ul style="list-style-type: none">• Economic Decisions and Systems
September	Business in the Global Economic Environment <ul style="list-style-type: none">• Economic Activity• Business in the Global Economy• Social Responsibility
October	Business Organization and Management <ul style="list-style-type: none">• Business Organization• Entrepreneurship and Small Business Management• Management and Leadership• Human Resources• Culture• Diversity
November	Business Organization and Management <ul style="list-style-type: none">• Human Resources• Career Planning Business Operations and Technology <ul style="list-style-type: none">• Marketing
December	Business Operations and Technology <ul style="list-style-type: none">• Business Technology• Financial Management• Production and Business Operations
January	Business Operations and Technology <ul style="list-style-type: none">• Consumers in the Global Economy• Money Management• Financial Planning
February	Personal Financial Management <ul style="list-style-type: none">• Banking and Financial Services• Consumer Credit• Savings• Investment
March	Insurance – Mean Jeans Simulation
April	Mean Jeans Business Community Simulation
May	Mean Jeans Business Community Simulation
June	Mean Jeans Wrap Up

Curriculum Scope & Sequence

Planned Course: Intro to Business

Unit: Business in the Global Economy

Time Frame: 4 - 6 weeks

State Standards: 1.1. A.B.C.D, 3.7.10.D, 3.7.10.C, 3.7.12.D, 13.1.1.A.E, 1.5.A

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

- Identify basic principles of economics and their impact on individual consumers, businesses and international competition
- Describe and explain the differences between wants and needs
- Demonstrate an understanding of measures used to gauge economic activity and the business conditions in our society
- Explore the role economics plays in the development of international business
- Provide examples of socially responsible decisions

Core Activities:

- Develop a table that illustrates the differences in the economic systems of various countries
- Locate a company's code ethics and report on the benefits to employees and the cost to that company to implement those standards
- Investigate examples of the business careers provided in the chapter and provide a brief description of duties and responsibilities
- Research and provide an example of a current economic sanction

Extensions:

- Present finding to class
- Use of online sources for information

Remediation:

- Utilization of notes and vocab
- Reinforcement through end of chapter review activities
- Modified extension and tests
- Project assistance

Instructional Methods:

- Higher order questioning
- Small and large group instruction
- Direct lecturing/instruction through PowerPoint presentation of notes
- Teacher modeling and visual aids
- Referencing through current events and news
- Project related to content

Materials & Resources:

- Library
- Online sources
- Newspapers
- Text
- Maps

Assessments:

- Objective/subjective test of chapter objectives
- Essays
- Rubric scoring
- Homework

Curriculum Scope & Sequence

Planned Course: Intro to Business

Unit: Business Organization and Management

Time Frame: 5 weeks

State Standards: 1.1. A.B.C.D, 3.7.10.D, 3.7.10C, 3.7.12.D, 13.1.1.A.E, 1.5.A

Essential Content/Objectives: At the end of the unit, Students will be able to describe the various forms of business ownership in the US and the role and duties of management as well as career opportunities

Core Activities:

- Students will compile statistical data on the US workforce
- Locate a web site of a niche market
- Identify a niche market product and provide a description of that consumer
- Locate a classified ad for manager and report findings
- Use management styles to solve hypothetical workplace situations

Extensions:

- Present finding through graphic organizers
- Role play a management style

Remediation:

- Utilization of notes and vocab
- Reinforcement through end of chapter review activities
- Modified extension and tests
- Project assistance

Instructional Methods:

- Higher order questioning
- Small and large group instruction
- Direct lecturing/instruction through PowerPoint presentation of notes
- Teacher modeling and visual aids
- Referencing through current events and news
- Project related to content

Materials & Resources

- Library
- Online sources
- Newspapers
- Text
- Maps

Assessments:

- Objective/subjective test of chapter objectives
- Rubric grading of projects
- Homework

Curriculum Scope & Sequence

Planned Course: Intro to Business

Unit: Business Operations and Technology

Time Frame: 4 - 6 weeks

State Standards: 1.1. A.B.C.D, 3.7.10.D, 3.7.10.C, 3.7.12.D, 13.1.1.A.E, 1.5.A

Essential Content/Objectives: Students will identify specialized operations of business and how technology affects those operations.

Core Activities:

- Students will target a consumer market and provide an advertisement and demographic description of that market
- Select music that would be beneficial for a work environment
- Students will locate a company balance sheet
- Research the origins of mass production
- Research and organize the raw material needed for an apparel product

Extensions:

- Identify features of a balance sheet
- Present findings to class through visual/audio presentation

Remediation:

- Utilization of notes and vocab
- Reinforcement through end of chapter review activities
- Modified extension and tests
- Project assistance

Instructional Methods:

- Higher order questioning
- Small and large group instruction
- Direct lecturing/instruction through PowerPoint presentation of notes
- Teacher modeling and visual aids
- Referencing through current events and news
- Project related to content

Materials & Resources:

- Library
- Online sources
- Newspapers
- Text
- Maps

Assessments:

- Objective/subjective test of chapter objectives
- Essays
- Rubric scoring
- Homework

Curriculum Scope & Sequence

Planned Course: Intro to Business

Unit: Personal Financial Management

Time Frame: 6 weeks

State Standards: 1.1.A.B.C.D, 3.7.10.D, 3.7.10C, 3.7.12.D, 13.1.1.A.E, 1.5.A, 3.8.A, 3.1.A-C

Anchor(s) or Adopted Anchor: R11. B3.1; R11.B3.2

Essential Content/Objectives: Students will develop good consumer buying habits, money management skills, identify banking options, principles of saving and investing and research methods of purchasing insurance.

Core Activities:

- Locate and identify the services of a consumer protection agency in PA
- Comparison shop for a major appliance online
- Identify unit pricing on a grocery item
- Research the steps in a consumer complaint process
- Use steps described in the chapter to develop a personal budget
- Locate a local bank and identify the services provided by that bank
- Research the cost of car insurance for a single person
- Research the options of various credit cards

Extensions:

- Format and type a letter of complaint
- Present findings to class through visual/audio presentation
- Use a simulated checking account to balance a check register
- Examine a copy of a credit card promotion

Remediation:

- Utilization of notes and vocab
- Reinforcement through end of chapter review activities
- Modified extension and tests
- Project assistance

Instructional Methods:

- Higher order questioning
- Small and large group instruction
- Direct lecturing/instruction through PowerPoint presentation of notes
- Teacher modeling and visual aids
- Referencing through current events and news
- Project related to content

Materials & Resources:

- Library
- Online sources
- Newspapers
- Text
- Guest speakers

Assessments:

- Objective/subjective test of chapter objectives
- checkbook register
- rubric scoring of projects
- homework

Curriculum Scope & Sequence

Planned Course: Intro to Business

Unit: Mean Jeans Simulation

Time Frame: 14 weeks

State Standards: 1.1.A.B.C.D, 3.7.10.D, 3.7.10C, 3.7.12.D, 13.1.1.A.E, 1.5.A, 3.8.A, 3.1.A-C

Anchor(s) or Adopted Anchor: R11. B3.1; R11.B3.2

Essential Content/Objectives: Students will acquire a new business and become part of a simulated business community which will involve application of all principles and concepts developed throughout the year.

Core Activities:

- Format and develop business correspondence
- Set up filing systems
- Acquire an email account and correspond with other businesses
- Service business customers
- Maintain accurate financial records
- Maintain a calendar and execute duties in a timely manner
- Double workload in case of illness(missed school days)
- Identify the purpose and activities of acquired business
- Manage personnel through scheduling and payroll

Extensions:

- Maintain a checkbook and cash flow statement
- Develop, maintain, and organize inventory
- Fill out purchase orders
- Purchase stock on the advice of brokerage firm

Remediation:

- Close supervision of all businesses through clipboard cruising student conferences

Instructional Methods

- Higher order questioning
- Small and large group instruction
- Direct lecturing/instruction through PowerPoint presentation of notes
- Teacher modeling and visual aids
- Referencing through current events and news
- Project related to content
- Redirection of focus/task completion

Materials & Resources:

- Library
- Online sources
- Newspapers
- Text
- Guest speakers

Assessments:

- Objective/subjective test of chapter objectives
- Flow of business
- Business papers folder check with rubric scoring