

Introduction to Business Curriculum Design

Power Standards

1. Demonstrate a basic knowledge of the cyclical nature of business.
2. Prepare written and oral communication skills needed for the workplace.
3. Explore business opportunities that incorporate the use of various forms of technology.

Power Benchmarks

1. Utilize the decision making process in everyday business decisions.
2. Develop an understanding of basic economic concepts.
3. Distinguish among the different types of businesses.
4. Analyze the various forms of insurance coverage.
5. Apply the characteristics of a wise consumer.
6. Formulate an overall banking strategy.
7. Develop interpersonal business skills while operating a student-run business.
8. Recognize the importance of financial planning.
9. Explore career planning and development.
10. Scrutinize consumer credit opportunities.

Introduction to Business Curriculum Design

Students will be able to:

1. Demonstrate a basic knowledge of the cyclical nature of business.
 - Utilize the decision making process in everyday business decisions. (1)
 - Develop an understanding of basic economic concepts. (2)
 - Distinguish among the different types of businesses. (3)
 - Analyze the various forms of insurance coverage.(4)
 - Apply the characteristics of a wise consumer. (5)

2. Prepare written and oral communication skills needed for the workplace.
 - Formulate an overall banking strategy. (6)
 - Develop interpersonal business skills while operating a student-run business. (7)
 - Scrutinize consumer credit opportunities. (10)

3. Explore business opportunities that incorporate the use of various forms of technology.
 - Recognize the importance of financial planning. (8)
 - Explore career planning and development. (9)

Introduction to Business Curriculum Design

Stage 1 – Desired Results:

Power Standard 1: Demonstrate a basic knowledge of the cyclical nature of business.

Power Benchmark/Competency # 1:

Utilize the decision making process in everyday business decisions.

Estimated Timeline:

1 day + on-going

Place ‘X’ in square if goal addresses Essential/Content Standard(s).

Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural
X		X	X	
Math	Science	Reading	Social Responsibility	Communication
		X		X

Understandings:

Students will understand that:

- The decision making process is an integral tool in solving business problems.
- The decision making process is applied in different forms for various levels of problem solving.

Essential Questions: (Over-arching ones)

- What are the steps in the decision-making process?
- Why is important do use the decision-making process in business decisions?
- When do managers apply the decision making process?

Students will be able to: (i.e. know)...(Include vocabulary)

- Apply the appropriate use of the decision-making process.
 - trade off, opportunity cost, and choice, need, wants

Students will be able to: (i.e. do)...

- Employ the decision-making process in business decisions
- Evaluate appropriate use of the decision making process
- Solve problems practicing the decision making process
 - decide

Stage 2 – Assessment Evidence

Performance Tasks: (i.e. Assessment used to determine proficiency on competency)

- Assessment 1-2 Page 15 (Intro to Business)

Key Criteria: (Rubric)

- TBD

Introduction to Business Curriculum Design

Stage 1 – Desired Results:

Power Standard 1: Demonstrate a basic knowledge of the cyclical nature of business.

Power Benchmark/Competency # 2:
Develop an understanding of basic economic concepts.

Estimated Timeline:
1 Day + on-going

Place ‘X’ in square if goal addresses Essential/Content Standard(s).

Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural
	X	X	X	X
Math	Science	Reading	Social Responsibility	Communication
		X	X	X

Understandings:

- Students will understand that:
- Factors of production are sequential in every business decision.
 - Economic factors influence business decisions.
 - Products are not created by the end users.

Essential Questions: (Over-arching ones)

- What are the factors of production?
- Why are the factors of production related to every business decision?
- What is the difference between “needs” and “wants”?
- Explain why all wants can or cannot be satisfied with the limited resources of the business?

- Students will be able to:** (i.e. know)...(Include vocabulary)
- Differentiate among the factors of production.
 - Differentiate between needs and wants
 - Compare and contrast goods and services.
 - Natural, human, and capital resources, opportunity cost

- Students will be able to:** (i.e. do)...
- Evaluate factors of production.
 - Solve personal needs and wants.
 - Identify opportunity cost in regards to effective utilization of limited resources and unlimited wants.
 - Prioritize, limited and unlimited resources

Stage 2 – Assessment Evidence

- Performance Tasks:** (i.e. Assessment used to determine proficiency on competency)
- Assessment 1-3, page 22 Intro to Business text

- Key Criteria:** (Rubric)
- **TBD**

Introduction to Business Curriculum Design

Stage 3 – Learning Plan:

Develop an understanding of basic economic concepts. – 2 days

Power Benchmark/Competency 2:

Learning Activities:	Resources:
Read Chapter 1	Text- Chapters 1-3 & 1-4
Teacher asks students to look at their clothes, shoes, shirts, etc. and asks them to see where they were manufactured? Discuss	
Research a country's human, capital, and natural resources and write a report using MLA style.	Internet, Almanac, media center
In groups what factors help determine supply and demand for gas? Discuss how supply and demand affects the price of gasoline?	
Provide students a basic supply and demand schedule used to draw supply and demand curves and determine market price.	(Jeff Dietz)
Students do Travelocity research assignment comparing the prices of airfare and hotel accommodations to Florida.	Jeff Manders
Student assignment: You are starting your own country. What type of economic system would you pick and why? Write 2 paragraphs	(Jeff Dietz)

Introduction to Business Curriculum Design

Stage 1 – Desired Results:

Power Standard 1: Demonstrate a basic knowledge of the cyclical nature of business.

Power Benchmark/Competency # 3:
Distinguish among the different types of businesses.

Estimated Timeline:
2 days + on-going

Place 'X' in square if goal addresses Essential/Content Standard(s).

Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural
X	X	X	X	X
Math	Science	Reading	Social Responsibility	Communication
		X	X	X

Understandings:

- Students will understand that:
- Businesses generate revenue in various markets.
 - Business operates by being a producer, intermediary, and/or service business.
 - There are three forms of business ownership.

Essential Questions: (Over-arching ones)

- What are various markets that business operates in to create revenue?
- Why is it important to categorize a business operating practices?
- What are the advantages and disadvantages of being a sole proprietor?
- What are the advantages and disadvantages of forming a partnership?
- What are the advantages and disadvantages of forming a corporation?

- Students will be able to:** (i.e. know)...(Include vocabulary)
- Define the various types of business structure.
 - Compare and contrast between sole proprietorships, partnerships, and corporations.
 - Proprietorship, partnership, corporation, service, producers, intermediaries, contingent worker

- Students will be able to:** (i.e. do)...
- Summarize the importance of various styles of business.
 - Hypothesize the benefits of the various forms of businesses.

Stage 2 – Assessment Evidence

- Performance Tasks:** (i.e. Assessment used to determine proficiency on competency)
- Assessment 5-1 pg. 110
 - Assessment 5-2 pg. 112
 - Assessment Chapter 5 Test pg. 120
 - Table of business forms

- Key Criteria:** (Rubric)
- **TBD**

Introduction to Business Curriculum Design

Stage 3 – Learning Plan:

Distinguish among the different types of businesses.

Power Benchmark/Competency 3:

Learning Activities:	Resources:
Read chapter 5.	
Research on the internet the various styles of business with local business of the community.	
Analysis and article of incorporation.	
Develop a table of the various forms of business.	

Introduction to Business Curriculum Design

Stage 1 – Desired Results:

Power Standard 1: Demonstrate a basic knowledge of the cyclical nature of business.

Power Benchmark/Competency # 4:
Evaluate the characteristics of effective leaders. (Chapter 7)

Estimated Timeline:
2 days + on-going

Place 'X' in square if goal addresses Essential/Content Standard(s).

Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural
X	X	X	X	X
Math	Science	Reading	Social Responsibility	Communication
		X	X	X

Understandings:

- Students will understand that:
- there are numerous functions of management.
 - there is a variety of management levels.
 - the different types of influence a leader can use.
 - management decisions are based on personal and organizational ethical beliefs.

Essential Questions: (Over-arching ones)

- What are the basic management functions?
- What are the different levels of management?
- What are the different types of personal and managerial influence?
- What is ethical behavior?

- Students will be able to:** (i.e. know)...(Include vocabulary)
- Distinguish among planning, organizing, staffing, implementing, and controlling functions of management.
 - Differentiate among top-management, middle-management, supervisors, and management by others.
 - Define various types of influence.
 - Position, reward, expert, identity
 - Discriminate between positive and negative ethical decisions.

- Students will be able to:** (i.e. do)...
- Classify activities into their respective management functions.
 - Construct an organizational chart showing the different levels of management.
 - Evaluate how managers are able to apply the different types of influence to achieve desired results.
 - Formulate a personal code of ethics.

Stage 2 – Assessment Evidence

- Performance Tasks:** (i.e. Assessment used to determine proficiency on competency)
- Work as a Group (Pg 151)
 - Create school organizational chart.
 - Collaborative role-play activity on page 161 of Teacher’s Resource Edition.
 - Create a “Student Code of Ethics” for the school.
 - Have students find current examples of people employing either good or bad ethical practices.

Key Criteria: (Rubric)

- **TBD**

Introduction to Business Curriculum Design

Stage 1 – Desired Results:

Power Standard 1: Demonstrate a basic knowledge of the cyclical nature of business.

Power Benchmark/Competency # 5:
Apply the characteristics of a wise consumer.

Estimated Timeline:
2 days + on-going

Place ‘X’ in square if goal addresses Essential/Content Standard(s).

Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural
X	X	X	X	X
Math	Science	Reading	Social Responsibility	Communication
X	X	X	X	X

Understandings:

Students will understand that:

- Consumer purchases are routine business decisions.
- Locating business sources for product information is useful.
- Wise buying strategies are a plan that will assist the consumer in making a wise consumer choice.

Essential Questions: (Over-arching ones)

- Why do you buy a particular product over another?
- What factors contribute to a particular product purchase?
- Where do you find information about a product?
- Why is it important to comparison shop?

Students will be able to: (i.e. know)...(Include vocabulary)

- Utilize the decision making process to be a wise consumer.
- Accumulate business sources to make a wise consumer purchase.
 - Unit pricing, brand, impulse buying, labeling

Students will be able to: (i.e. do)...

- List several business resources that can be used to help make a wise consumer decision.
- Use the decision-making process to make a wise consumer decision.
- Analyze product labeling information

Stage 2 – Assessment Evidence

Performance Tasks: (i.e. Assessment used to determine proficiency on competency)

- Consumer Assessment 15-1 pg. 379

Key Criteria: (Rubric)

- TBD

Introduction to Business Curriculum Design

Stage 3 – Learning Plan:

Apply the characteristics of a wise consumer.

Power Benchmark/Competency 5:

Learning Activities:	Resources:
➤ Read Chapter 15	
➤ Comparison shopping Activity	

Introduction to Business Curriculum Design

Stage 1 – Desired Results:

<p>Power Standard 2:</p> <p>Power Benchmark/Competency # 6: Explain the basic concepts and activities that entrepreneurs use to run a successful business.</p> <p>Estimated Timeline: 2 days + on-going</p>	<p>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <thead> <tr style="background-color: #ffff00;"> <th style="padding: 5px;">Career</th> <th style="padding: 5px;">Technology</th> <th style="padding: 5px;">Critical Thinking</th> <th style="padding: 5px;">Personal Responsibility</th> <th style="padding: 5px;">Global & Cultural</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">x</td> <td style="padding: 5px;">x</td> <td style="padding: 5px;">x</td> <td style="padding: 5px;">x</td> <td style="padding: 5px;"></td> </tr> <tr style="background-color: #ffff00;"> <th style="padding: 5px;">Math</th> <th style="padding: 5px;">Science</th> <th style="padding: 5px;">Reading</th> <th style="padding: 5px;">Social Responsibility</th> <th style="padding: 5px;">Communication</th> </tr> <tr> <td style="padding: 5px;">x</td> <td style="padding: 5px;"></td> <td style="padding: 5px;">x</td> <td style="padding: 5px;">x</td> <td style="padding: 5px;">x</td> </tr> </tbody> </table>	Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural	x	x	x	x		Math	Science	Reading	Social Responsibility	Communication	x		x	x	x
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x	x	x	x																		
Math	Science	Reading	Social Responsibility	Communication																	
x		x	x	x																	
<p>Understandings: Students will understand that:</p> <ul style="list-style-type: none"> ➤ all successful entrepreneurs share some common characteristics. ➤ new products and services can be developed either by various means. ➤ that the potential reward of starting a new business does not come without risk. ➤ small businesses play a vital role in our economy. ➤ planning is crucial to running a successful business. ➤ business plans are required to obtain financing. 	<p>Essential Questions: (Over-arching ones)</p> <ul style="list-style-type: none"> ➤ What are the characteristics of successful entrepreneurs? ➤ By what means are products and services developed? ➤ What is the importance of small businesses in the U.S. economy? ➤ What risks come with new business start-up? ➤ Why should an entrepreneur create a business plan? 																				
<p>Students will be able to: (i.e. know)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ describe an entrepreneur. ➤ differentiate between innovations and improvements. ➤ analyze the risks and rewards associated with new business start-up. ➤ identify the steps in creating a business plan. 	<p>Students will be able to: (i.e. do)...)</p> <ul style="list-style-type: none"> ➤ analyze the traits of successful entrepreneurs. ➤ create a new product via innovation or improvement. ➤ construct a business plan. 																				
Stage 2 – Assessment Evidence																					
<p>Performance Tasks: (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> ➤ Completed basic business plan. 	<p>Key Criteria: (Rubric)</p> <ul style="list-style-type: none"> ➤ TBD 																				

Introduction to Business Curriculum Design

Stage 1 – Desired Results:

<p>Power Standard 2: Prepare written and oral communication skills needed for the workplace.</p> <p>Power Benchmark/Competency # 7: Develop interpersonal business skills while operating a student-run business.</p> <p>Estimated Timeline: 8 days + on-going</p>	<p>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr style="background-color: #ffff00;"> <th style="padding: 5px;">Career</th> <th style="padding: 5px;">Technology</th> <th style="padding: 5px;">Critical Thinking</th> <th style="padding: 5px;">Personal Responsibility</th> <th style="padding: 5px;">Global & Cultural</th> </tr> <tr> <td style="padding: 5px;">x</td> <td style="padding: 5px;"></td> <td style="padding: 5px;">x</td> <td style="padding: 5px;">x</td> <td style="padding: 5px;"></td> </tr> <tr style="background-color: #ffff00;"> <th style="padding: 5px;">Math</th> <th style="padding: 5px;">Science</th> <th style="padding: 5px;">Reading</th> <th style="padding: 5px;">Social Responsibility</th> <th style="padding: 5px;">Communication</th> </tr> <tr> <td style="padding: 5px;">x</td> <td style="padding: 5px;"></td> <td style="padding: 5px;">x</td> <td style="padding: 5px;">x</td> <td style="padding: 5px;">x</td> </tr> </table>	Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural	x		x	x		Math	Science	Reading	Social Responsibility	Communication	x		x	x	x
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x		x	x																		
Math	Science	Reading	Social Responsibility	Communication																	
x		x	x	x																	
<p>Understandings: Students will understand that:</p> <ul style="list-style-type: none"> ➤ Working relationships within a business are critical to its success. ➤ Communication flows in multiple directions. ➤ Maintaining financial records is essential. ➤ Each member of a team is crucial to overall business performance. 	<p>Essential Questions: (Over-arching ones)</p> <ul style="list-style-type: none"> ➤ What makes a business successful? ➤ How does the flow of communication impact a business’s success? ➤ What are the potential complications of inaccurate financial records? ➤ How is each person important to the organization? 																				
<p>Students will be able to: (i.e. know)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Develop a business plan. ➤ Determine how their skills and talents fit into the business model. <ul style="list-style-type: none"> ○ Supply, Demand, Business Plan, Profit, Loss, Stock, Stockholder, Break-even Point, 	<p>Students will be able to: (i.e. do)...)</p> <ul style="list-style-type: none"> ➤ Participate in the interview process. ➤ Organize a company structure. ➤ Research the viability of a product in their market. ➤ Maintain financial records <ul style="list-style-type: none"> ○ Market Research, Resume, Venture Capital 																				
Stage 2 – Assessment Evidence																					
<p>Performance Tasks: (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> ➤ JA Student-Run Company 	<p>Key Criteria: (Rubric)</p> <ul style="list-style-type: none"> ➤ TBD 																				

Introduction to Business Curriculum Design

Stage 1 – Desired Results:

Power Standard 3: Explore business opportunities that incorporate the use of various forms of technology

Power Benchmark/Competency # 8

Recognize the importance of financial planning.

Estimated Timeline:

1 days + on-going

Place ‘X’ in square if goal addresses Essential/Content Standard(s).

Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural
X	X	X	X	
Math	Science	Reading	Social Responsibility	Communication
X		X	X	X

Understandings:

Students will understand that:

- The use of “SMART” goals is necessary to plan for one’s future.
- Professional help is available for planning one’s financial future.

Essential Questions: (Over-arching ones)

- What are the financial planning steps?
- What are common sources of income during retirement?
- What common activities are needed when reviewing the financial plan?

Students will be able to: (i.e. know)...(Include vocabulary)

- Describe the financial planning process.
- Explain actions for implementing a financial plan.
- Establish financial personal goals.
- Prepare a personal budget.
- Evaluate and revise a personal budget.
 - Fixed expense, variable expense, allowance, budget variance
- Identify actions for reviewing a financial plan.
 - Financial plan, individual retirement account (IRA), estate planning, 403B, 401K, Rule of 72

Students will be able to: (i.e. do)...

- Analyze savings today for future money for tomorrow.
- Apply the “Rule of 72” for their savings.
- Differentiate among the various investment opportunities.

Stage 2 – Assessment Evidence

Performance Tasks: (i.e. Assessment used to determine proficiency on competency)

- Financial Planning Assessment 16-3 pg. 414.

Key Criteria: (Rubric)

- TBD

Introduction to Business Curriculum Design

Stage 1 – Desired Results:

Power Standard 3: Explore business opportunities that incorporate the use of various forms of technology

Power Benchmark/Competency # 9:
Explore career planning and development.

Estimated Timeline:
2 days + on-going

Place ‘X’ in square if goal addresses Essential/Content Standard(s).

Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural
x	x	x	x	x
Math	Science	Reading	Social Responsibility	Communication
		x	x	x

Understandings:

- Students will understand that:
- Career opportunities should relate to interest and talents.
 - Abilities and values should be assessed when making a career decision.
 - Various resources are available to explore career opportunities.

Essential Questions: (Over-arching ones)

- What are the steps of the career planning process?
- What are the main sources of career information?
- What factors affect the career areas that will be in demand in the future?
- What is the difference between an interest and talent?
- What are the main sources of information about job availability?

- Students will be able to:** (i.e. know)...(Include vocabulary)
- Describe the steps in the career planning process.
 - Identify the main sources of career information.
 - Discuss career fields
 - Job, career, interview, mobility, unemployment, values, abilities, talents, portfolio, interest inventory

- Students will be able to:** (i.e. do)...
- Complete an interest inventory survey to find out career interests.
 - Distinguish personal strengths and weaknesses related to career decisions.
 - Prepare a career portfolio.

Stage 2 – Assessment Evidence

- Performance Tasks:** (i.e. Assessment used to determine proficiency on competency)
- Career Planning Assessment 9-1 pg. 206.
 - Career Planning Assessment 9-2 pg. 213.
 - Career Planning Assessment 9-3 pg. 220.
 - Career Planning Assessment 9-4 pg. 225.

- Key Criteria:** (Rubric)
- **TBD**

Introduction to Business Curriculum Design

Stage 1 – Desired Results:

<p>Power Standard 2: Prepare written and oral communication skills needed for the workplace.</p> <p>Power Benchmark/Competency # 10: Develop a marketing strategy using a marketing mix.</p> <p>Estimated Timeline: 2 days + on-going</p>	<p>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr style="background-color: #ffff00;"> <th style="padding: 5px;">Career</th> <th style="padding: 5px;">Technology</th> <th style="padding: 5px;">Critical Thinking</th> <th style="padding: 5px;">Personal Responsibility</th> <th style="padding: 5px;">Global & Cultural</th> </tr> <tr> <td style="padding: 5px;">x</td> <td style="padding: 5px;">x</td> <td style="padding: 5px;">x</td> <td style="padding: 5px;">x</td> <td style="padding: 5px;">x</td> </tr> <tr style="background-color: #ffff00;"> <th style="padding: 5px;">Math</th> <th style="padding: 5px;">Science</th> <th style="padding: 5px;">Reading</th> <th style="padding: 5px;">Social Responsibility</th> <th style="padding: 5px;">Communication</th> </tr> <tr> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;">x</td> <td style="padding: 5px;">x</td> <td style="padding: 5px;">x</td> </tr> </table>	Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural	x	x	x	x	x	Math	Science	Reading	Social Responsibility	Communication			x	x	x
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		x	x	x																	
<p>Understandings: Students will understand that:</p> <ul style="list-style-type: none"> ➤ There are various costs associated with using credit. ➤ There are benefits and pitfalls of using credit. ➤ Equal Credit Opportunity Act influences the finance charges of consumer credit. 	<p>Essential Questions: (Over-arching ones)</p> <ul style="list-style-type: none"> ➤ What are the major types of consumer credit? ➤ What are the potential drawbacks of using credit? ➤ What are three things necessary for calculating interest? ➤ What are the three C’s of credit? Explain each. ➤ What is the purpose of the Fair Credit Report Act? ➤ What is the purpose of the Equal Credit Opportunity Act? 																				
<p>Students will be able to: (i.e. know)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Identify the types of consumer credit. ➤ Describe the benefits of using credit. ➤ Explain some disadvantages of using credit. ➤ Explain finance charges when using credit ➤ Discuss credit problems and available assistance. <ul style="list-style-type: none"> ○ Credit, finance charge, down payment, installment loan, promissory note, collateral, cosigner, credit rating, interest, annual percentage rate, bankruptcy, APR 	<p>Students will be able to: (i.e. do)...)</p> <ul style="list-style-type: none"> ➤ Differentiate among the various types of consumer credit. ➤ Recognize the drawbacks of using credit. ➤ Calculate APR. ➤ Identify the three C’s of credit. ➤ Interpret the benefits a various credit laws. 																				

Stage 2 – Assessment Evidence

<p>Performance Tasks: (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> ➤ Credit Fundamental Assessments 18-1 pg. 456. ➤ Cost of Credit Assessment 18-2 pg. 461. ➤ Credit Protection Assessment 18-4 pg. 473. 	<p>Key Criteria: (Rubric)</p> <ul style="list-style-type: none"> ➤ TBD
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