High School Introduction to Business Curriculum

Course Description: This course provides opportunities to learn and experience a variety of topics in the field of business. Students are exposed to various economies, their roles in our economy, entrepreneurship, marketing, managing financial and technological resources, and the use of social media. Course activities involve students in writing, investigating, problem-solving, demonstrating, and reporting. Students will also utilize an online learning environment, provided through the D2L education platform.

Scope and Sequence:

<table>
<thead>
<tr>
<th>Timeframe</th>
<th>Unit</th>
<th>Instructional Topics</th>
</tr>
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</table>
| 3 Weeks   | Explorations      | Topic 1: Introduction to Business  
Topic 2: Know Yourself  
Topic 3: Career Options and Trends  
Topic 4: Values and Goals |
| 2 Weeks   | Workplace Ethics  | Topic 1: How do Ethics Relate to Business  
Topic 2: Personal Ethics |
| 4 Weeks   | Economics in Business | Topic 1: Needs and Wants  
Topic 2: Economic and Global Indicators  
Topic 3: Fluctuations in the Economy |
| 4.5 Weeks | Business Start up | Topic 1: Types of Businesses  
Topic 2: Business Components  
Topic 3: Creating a Business |
| 4.5 Weeks | Business Operations | Topic 1: Management  
Topic 2: Human Resources  
Topic 3: Marketing  
Topic 4: Finance |
Unit 1: Explorations

Subject: Introduction to Business
Grade: 9 - 12
Name of Unit: Explorations
Length of Unit: 3 Weeks

Overview of Unit: Students will discover how their interest, aptitudes, skills and trends can affect their career choices or type of business they want to be involved in.

Priority Standards for unit:
- Assess individual interests and aptitudes
- Relate individual skills and interests to careers
- Develop short- and long-term career goals

Supporting Standards for unit:
- Identify sources of job openings
- Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology (ISTE 1 - Creativity and Innovation).
  - Apply existing knowledge to generate new ideas, products, or processes.
  - Create original works as a means of personal or group expression.
  - Identify trends and forecast possibilities.
- Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others (ISTE 2 - Communication and Collaboration).
  - Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
  - Develop cultural understanding and global awareness by engaging with learners of other cultures.
- Students apply digital tools to gather, evaluate, and use information (ISTE 3 - Research and Information Fluency).
  - Plan strategies to guide inquiry.
  - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
  - Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
- Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources (ISTE 4 - Critical Thinking, Problem Solving, and Decision Making).
  - Identify and define authentic problems and significant questions for investigation.
  - Plan and manage activities to develop a solution or complete a project.
  - Collect and analyze data to identify solutions and/or make informed decisions.
  - Use multiple processes and diverse perspectives to explore alternative solutions.
- Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior (ISTE 5 - Digital Citizenship).
  - Advocate and practice safe, legal, and responsible use of information and technology.

Board Approved: May 12, 2016
- Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
- Demonstrate personal responsibility for lifelong learning.
- Exhibit leadership for digital citizenship.

- Students demonstrate a sound understanding of technology concepts, systems, and operations (ISTE 6 - Technology Operations and Concepts).
  - Understand and use technology systems.
  - Select and use applications effectively and productively.
  - Troubleshoot systems and applications.
<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb’s DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>individual interests and aptitudes</td>
<td>Assess</td>
<td>Analyze</td>
<td>4</td>
</tr>
<tr>
<td>individual skills and interests to careers</td>
<td>Relate</td>
<td>Apply</td>
<td>3</td>
</tr>
<tr>
<td>career options and trends</td>
<td>Investigate</td>
<td>Understand</td>
<td>2</td>
</tr>
<tr>
<td>short-term and long-term career goals</td>
<td>Develop</td>
<td>Create</td>
<td>2</td>
</tr>
</tbody>
</table>
**Essential Questions:**
1. Why is it essential to identify values and goals?
2. How do your individual interest, skills, and aptitudes impact your career or business options?
3. Why is business relevant to any career choice?

**Enduring Understanding/Big Ideas:**
1. Students will be able to state how their own values and goals play a factor in their future direction and career paths.
2. Students will understand how salary and personal interest plays into their career choices and be able to weigh their importance.
3. Students will be able to understand how business principles are embedded and impact all career choices.

**Unit Vocabulary:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Choices</td>
<td>● Career trends</td>
</tr>
<tr>
<td>● Goals</td>
<td>● Careers</td>
</tr>
<tr>
<td>● Interest</td>
<td>● Union</td>
</tr>
<tr>
<td>● Skills</td>
<td></td>
</tr>
<tr>
<td>● Values</td>
<td></td>
</tr>
</tbody>
</table>

Engaging Experience 1
Title: Background information and why students took the course
Suggested Length of Time: 1 Day
Standards Addressed

Priority:
- Relate individual skills and interests to careers

Supporting:
- Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology (ISTE 1 - Creativity and Innovation).
  - Apply existing knowledge to generate new ideas, products, or processes.
  - Create original works as a means of personal or group expression.
- Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others (ISTE 2 - Communication and Collaboration).
  - Develop cultural understanding and global awareness by engaging with learners of other cultures.

Detailed Description/Instructions: The teacher will have students complete a padlet survey/questionnaire about why they took the course. The teacher will then lead a discussion with students to recall what they know about small businesses, big businesses, businesses with unions vs. nonunion, etc. The purpose of this discussion is to have students make the connections of individuals they already know in life or potential people they would like to interview in subsequent experiences to learn more about a particular sector.

Bloom’s Levels: Apply
Webb’s DOK: 3
Rubric: To be created

Engaging Experience 2
Title: Understand how business works
Suggested Length of Time: 2-3 Days
Standards Addressed

Priority:
- Relate individual skills and interests to careers

Supporting:
- Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others (ISTE 2 - Communication and Collaboration).
  - Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- Students apply digital tools to gather, evaluate, and use information (ISTE 3 - Research and Information Fluency).
  - Process data and report results.

Detailed Description/Instructions: The teacher can provide students a google document with interview questions about business. Students will find an individual to interview in a career or
business they would like to explore more about. After the interviews, students can be paired in
group based on similar careers and share information and collaborate to identify
similarities/differences in small and big corporations, as well as union vs nonunion influences on
businesses.

**Bloom’s Levels:** Apply

**Webb’s DOK:** 3

**Rubric:** To be created

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**Engaging Experience 3**

**Title:** How Does a Business Day Look Like in a Small or Large Corporation?

**Suggested Length of Time:** 1 Day

**Standards Addressed**

**Priority:**
- Relate individual skills and interests to careers

**Supporting:**
- Students apply digital tools to gather, evaluate, and use information (ISTE 3 -
  Research and Information Fluency).
  - Plan strategies to guide inquiry.
  - Locate, organize, analyze, evaluate, synthesize, and ethically use
    information from a variety of sources and media.
  - Evaluate and select information sources and digital tools based on the
    appropriateness to specific tasks.
- Students use critical thinking skills to plan and conduct research, manage projects,
  solve problems, and make informed decisions using appropriate digital tools and
  resources (ISTE 4 - Critical Thinking, Problem Solving, and Decision Making).
  - Identify and define authentic problems and significant questions for
    investigation.
  - Plan and manage activities to develop a solution or complete a project.
  - Collect and analyze data to identify solutions and/or make informed
    decisions.
  - Use multiple processes and diverse perspectives to explore alternative
    solutions.
- Students demonstrate a sound understanding of technology concepts, systems,
  and operations (ISTE 6 - Technology Operations and Concepts).
  - Understand and use technology systems.
  - Select and use applications effectively and productively.
  - Troubleshoot systems and applications.

**Detailed Description/Instructions:** Students will research using the internet what a typical day
looks like for various types of workers (CEO, general and middle managers, custodians, etc.) in a
business of their choice. Students will develop a short multimedia presentation on their findings
of how these different working groups are treated, respected and their responsibilities. The
concluding slide should include big takeaways from the student’s perspective of what they would
change if they were in charge and how their perception has changed regarding the organization.
The teacher should consider role modeling this with a company such as Disney.

**Bloom’s Levels:** Apply

**Webb’s DOK:** 3

**Rubric:** To be created
Engaging Experience 1

Title: Aptitudes and Interest

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- Assess individual interests and aptitudes

Supporting:

- Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology (ISTE 1 - Creativity and Innovation).
  - Apply existing knowledge to generate new ideas, products, or processes.
- Students apply digital tools to gather, evaluate, and use information (ISTE 3 - Research and Information Fluency).
  - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

Detailed Description/Instructions: Students can use information from Naviance to identify their aptitudes and interest as well as pick three careers or businesses they would like to explore more. If this has not been done they can take an aptitude test and interest test. The teacher will then lead students through an activity that has them assess how to utilize their aptitudes in an area of interest as well as develop a plan how to develop skills in areas they are weak.

Bloom’s Levels: Analyze

Webb’s DOK: 4

Rubric: To be created
**Topic 3: Career Options and Trends**

**Engaging Experience 1**

**Title:** Career/Business Trends  
**Suggested Length of Time:** 2 Days

**Standards Addressed**

*Priority:*
- Investigate career options and trends

*Supporting:*
- Identify sources of job openings
- Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology (ISTE 1 - Creativity and Innovation).
  - Identify trends and forecast possibilities.
- Students apply digital tools to gather, evaluate, and use information (ISTE 3 - Research and Information Fluency).
  - Plan strategies to guide inquiry.
  - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
  - Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
  - Process data and report results.
- Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior (ISTE 5 - Digital Citizenship).
  - Advocate and practice safe, legal, and responsible use of information and technology.
  - Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
  - Demonstrate personal responsibility for lifelong learning.
  - Exhibit leadership for digital citizenship.

**Detailed Description/Instructions:** The teacher will lead a discussion to identify and define types of trends in careers and business. Students will research where to find job openings. Have students work in small groups to investigate current demographic and geographic trends in careers and businesses of their interest and report their key findings using a Prezi presentation.

**Bloom’s Levels:** Understand  
**Webb’s DOK:** 2  
**Rubric:** To be created

**Engaging Experience 2**

**Title:** Career/Business Outlook  
**Suggested Length of Time:** 1 Day

**Standards Addressed**

*Priority:*
- Investigate career options and trends

*Supporting:
• Students apply digital tools to gather, evaluate, and use information (ISTE 3 - Research and Information Fluency).
  ○ Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
  ○ Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
  ○ Process data and report results.
• Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology (ISTE 1 - Creativity and Innovation).
  ○ Identify trends and forecast possibilities.

**Detailed Description/Instructions:** Using the student's top 3 careers/businesses in Topic 2, students can use Occupational Outlook Handbook to see what their careers/business outlook will be. Students will discuss with a partner of similar interest about which of their three choices have a better outlook. Students will then discuss with a partner that has vastly different interest and have a similar discussion. The teacher will conclude with a large group discussion of what students learned.

**Bloom’s Levels:** Understand

**Webb’s DOK:** 2

**Rubric:** To be created
Engaging Experience 1
Title: Values
Suggested Length of Time: 1-2 Days

Standards Addressed

Priority:
● Relate individual skills and interests to careers

Supporting:
● Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology (ISTE 1 - Creativity and Innovation).
  ○ Apply existing knowledge to generate new ideas, products, or processes.
  ○ Create original works as a means of personal or group expression.

Detailed Description/Instructions: The teacher will lead a class discussion on how to define values. Students will complete a Word document to decide their top 10 values. Students will then narrow their values down to their top five and rank order them from first to fifth most important. A good resource to discuss values is The Leadership Challenge by Jim Kouzes and Barry Posner, chapters 1 and 2.

Bloom’s Levels: Apply
Webb’s DOK: 3
Rubric: To be created

Engaging Experience 2
Title: Short and Long Term Goals for Career/Business Choices
Suggested Length of Time: 2 Days

Standards Addressed

Priority:
● Short term and long-term career goals

Supporting:
● Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology (ISTE 1 - Creativity and Innovation).
  ○ Apply existing knowledge to generate new ideas, products, or processes.
  ○ Create original works as a means of personal or group expression.
  ○ Use models and simulations to explore complex systems and issues.

Detailed Description/Instructions: Students will develop a short term goal outline (1-3 years) and a long term goal outline (5+ years) using a timeline format. Students should include education, financial, etc. goals to tie back in their interest and aptitude discussion. As a model, students will look at Park Hill School District’s strategic plan to see how to write SMART goals that are supported by steps and deadlines to achieve the overarching goals.

Bloom’s Levels: Create
Webb’s DOK: 2
Rubric: To be created
Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Students will use mingle-bingo to find other students with similar interest, aptitudes, skills, interest, career interest and goals. Students will discuss findings and possible partners for future projects.

Rubric for Engaging Scenario: To be created
## Summary of Engaging Learning Experiences for Topics

<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Background information and why they took the course</td>
<td>The teacher will have students complete a survey/questionnaire about why they took the course. The teacher will then lead a discussion with students to recall what they know about small businesses, big businesses, businesses with unions vs. nonunion, etc. The purpose of this discussion is to have students make the connections of individuals they already know in life or potential people they would like to interview in subsequent experiences to learn more about a particular sector.</td>
<td>1 Day</td>
</tr>
<tr>
<td>1</td>
<td>Understand how business works</td>
<td>The teacher can provide students interview questions about business. Students will find an an individual to interview in a career or business they would like to explore more about. After the interviews, students can be paired in group based on similar careers and share information and collaborate to identify similarities/differences in small and big corporations, as well as union vs nonunion influences on businesses.</td>
<td>2-3 Days</td>
</tr>
<tr>
<td>1</td>
<td>How Does a Business Day Look Like in a Small or Large Corporation?</td>
<td>Students will research using the internet what a typical day looks like for various types of workers (CEO, general and middle managers, custodians, etc.) in a business of their choice. Students will develop a short multimedia presentation on their findings of how these different working groups are treated, respected and their responsibilities. The concluding slide should include big takeaways from the student’s perspective of what they would change if they were in charge and how their perception has changed regarding the organization. The teacher should consider role modeling this with a company such as Disney.</td>
<td>1 Day</td>
</tr>
<tr>
<td>2</td>
<td>Aptitudes and Interest</td>
<td>Students can use information from Naviance to identify their aptitudes and interest as well as pick three careers or businesses they would like to explore more. If this has not been done they can</td>
<td>1 Day</td>
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</table>
take an aptitude test and interest test. The teacher will then lead students through an activity that has them assess how to utilize their aptitudes in an area of interest as well as develop a plan how to develop skills in areas they are weak.

| 3 | Career/Business Trends | The teacher will lead a discussion to identify and define types of trends in careers and business. Students will research where to find job openings. Have students work in small groups to investigate current demographic and geographic trends in careers and businesses of their interest and report their key findings using a Prezi presentation. | 2 Days |

| 3 | Career/Business Outlook | Using the student's top 3 careers/businesses in Topic 2, students can use Occupational Outlook Handbook to see what their careers/business outlook will be. Students will discuss with a partner of similar interest about which of their three choices have a better outlook. Students will then discuss with a partner that has vastly different interest and have a similar discussion. The teacher will conclude with a large group discussion of what students learned. | 1 Day |

| 4 | Values | The teacher will lead a class discussion how to define values. Students will complete a value assignment to decide their top 10 values. Students will then narrow their values down to their top five and rank order them from first to fifth most important. A good resource to discuss values is The Leadership Challenge by Jim Kouzes and Barry Posner, chapters 1 and 2 | 1-2 Days |

| 4 | Short and Long Term Goals for Career/Business Choices | Students will develop a short term goal outline (1-3 years) and a long term goal outline (5+ years) using a timeline format. Students should include education, financial, etc. goals to tie back in their interest and aptitude discussion. As a model, students will look at Park Hill School District’s strategic plan to see how to write SMART goals that are supported by steps and deadlines to achieve the overarching goals. | 2 Days |
Unit 2: Workplace Ethics

Subject: Introduction to Business
Grade: 9 - 12
Name of Unit: Workforce Ethics
Length of Unit: 2 Weeks
Overview of Unit: Students will identify different ethical dilemmas and analyze their reactions. They will also explore different ethical practices amongst other countries and how they differ from their own.

Priority Standards for unit:
- Identify nonverbal communication techniques
- Explain how diversity impacts the workplace
- Identify appropriate workplace behaviors (e.g., awareness of issues relating to sexual harassment, business etiquette)
- Identify ethical and unethical conduct
- Identify the potential consequences of ethical and unethical conduct
- Differentiate between ethical and legal concepts
- Describe the different ethical standards of various cultures

Supporting Standards for unit:
- Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology (ISTE 1 - Creativity and Innovation).
  - Create original works as a means of personal or group expression.
- Students apply digital tools to gather, evaluate, and use information (ISTE 3 - Research and Information Fluency).
  - Plan strategies to guide inquiry.
  - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
  - Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
  - Process data and report results.
- Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources (ISTE 4 - Critical Thinking, Problem Solving, and Decision Making).
  - Identify and define authentic problems and significant questions for investigation.
  - Plan and manage activities to develop a solution or complete a project.
  - Collect and analyze data to identify solutions and/or make informed decisions.
  - Use multiple processes and diverse perspectives to explore alternative solutions
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<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
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<tbody>
<tr>
<td>nonverbal communication techniques</td>
<td>Identify</td>
<td>Remember</td>
<td>1</td>
</tr>
<tr>
<td>how diversity impacts the workplace</td>
<td>Explain</td>
<td>Analyze</td>
<td>3</td>
</tr>
<tr>
<td>appropriate workplace behaviors (e.g., awareness of issues relating to sexual harassment, business etiquette)</td>
<td>Identify</td>
<td>Understand</td>
<td>2</td>
</tr>
<tr>
<td>ethical and unethical conduct</td>
<td>Identify</td>
<td>Understand</td>
<td>3</td>
</tr>
<tr>
<td>the potential consequences of ethical and unethical conduct</td>
<td>Identify</td>
<td>Understand</td>
<td>3</td>
</tr>
<tr>
<td>between ethical and legal concepts</td>
<td>Differentiate</td>
<td>Understand</td>
<td>2</td>
</tr>
<tr>
<td>the different ethical standards of various cultures</td>
<td>Describe</td>
<td>Understand</td>
<td>3</td>
</tr>
</tbody>
</table>
Essential Questions:
1. Why are business ethics important for students to study?
2. How do ethics and cultural customs differ between countries?
3. How have your personal ethics or values been influenced?

Enduring Understanding/Big Ideas:
1. Students need to understand how business ethics affect corporate decision making.
2. Students need to understand how ethics and customs in other countries may differ from their own.
3. Students need to understand how different ethics and customs may affect or impact their personal values.

Unit Vocabulary:

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<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>● Cultural Practices</td>
<td>● Ethical Dilemma</td>
</tr>
<tr>
<td>● Customs</td>
<td>● Osha</td>
</tr>
<tr>
<td>● Ethics</td>
<td></td>
</tr>
</tbody>
</table>

Engaging Experience 1

Title: Ethical Case Studies

Suggested Length of Time: 2 Days

Standards Addressed

Priority:

- Identify nonverbal communication techniques
- Identify appropriate workplace behaviors (e.g., awareness of issues relating to sexual harassment, business etiquette)
- Identify ethical and unethical conduct
- Identify the potential consequences of ethical and unethical conduct

Supporting:

- Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources (ISTE 4 - Critical Thinking, Problem Solving, and Decision Making).
  - Identify and define authentic problems and significant questions for investigation.
  - Plan and manage activities to develop a solution or complete a project.
  - Collect and analyze data to identify solutions and/or make informed decisions.
  - Use multiple processes and diverse perspectives to explore alternative solutions

Detailed Description/Instructions: The teacher needs to review business ethics with the students, and present them with ethical dilemmas that can be discussed. Students will review different case studies and identify the ethical issues or problems presented within each. They will come up with possible solutions, and identify who is affected by the decisions.

The directions for the case studies are: For all scenarios, assume you are employed by Best Computer Systems, a large computer manufacturing company with approximately 1,000 employees. The company is located in a large metropolitan area. Use the five (5) steps in ethical decision-making (shown below) to solve each of the following ethical cases. Be specific in your answers for each step.

Ethical Decision-Making

- Identify the ethical issue or problem.
- Identify anyone who might be affected by your decision and how.
- List five possible solutions.
- Describe pros and cons for each possible solution.
- Determine your solution.

CASES

- CASE 1: Lorna is an administrative assistant in the Human Resources Department. Her good friend, Bill, is applying for a job with the company and she has agreed to serve as a reference for him. Bill approaches her for advice on preparing for the interview. Lorna has the actual interview questions asked of all applicants and considers making him a copy of the list so he can adequately prepare.
- CASE 2: Emily works in Quality Control. Once a year, her supervisor gives away the refurbished computers to the local elementary school. No specific records are kept of
this type of transaction and Emily really needs a computer for her son who is in college. Her supervisor asks her to deliver 12 computer systems to the school.

• CASE 3: Marvin is the secretary in the Facilities Management Department. He has just received a new computer and wants to try it out. Though his supervisor has a strict policy about computer use for business purposes only, he wants to learn the e-mail software more thoroughly than his training can provide. One good way to do this, he figures, is to write e-mail messages to his friends and relatives until he gets the knack of it. He is caught up on all his work and only has 30 minutes left to work today. His supervisor left early.

• CASE 4: Richard and Conway are talking in the hallway about the employee benefits program. Conway, who has had some recent financial trouble, explains to Richard how the benefits program has a loophole that will allow him to receive some financial assistance that he really needs to help pay health care costs for his mother. Cathy, a fellow worker, overhears the conversation. Later, Cathy is approached by her supervisor who says he heard a rumor that some people were taking advantage of the company benefits program.

• CASE 5: Jennie was recently hired to work as a receptionist for the front lobby. As receptionist, she is responsible for making copies for the associates. Her son, Bruce, comes in and needs some copies for a school project. He brought his own paper and needs 300 copies for his class. If he doesn’t bring the copies with him, he will fail the project. The company copier does not require a security key nor do they keep track of copies made by departments.

Bloom’s Levels: Remember, Understand
Webb’s DOK: 1, 2, 3
Rubric: To be created

Engaging Experience 2
Title: Enron Video
Suggested Length of Time: 1.5 Days
Standards Addressed
Priority:

● Differentiate between ethical and legal concepts
● Identify the potential consequences of ethical and unethical conduct
● Identify appropriate workplace behaviors (e.g., awareness of issues relating to sexual harassment, business etiquette)

Supporting:

● Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology (ISTE 1 - Creativity and Innovation).
  ○ Create original works as a means of personal or group expression.
● Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources (ISTE 4 - Critical Thinking, Problem Solving, and Decision Making).
  ○ Identify and define authentic problems and significant questions for investigation.
  ○ Plan and manage activities to develop a solution or complete a project.
Detailed Description/Instructions: After watching a video about Enron, students will answer questions regarding the ethical dilemmas faced by former employees and how they would have dealt with the circumstances. Video: https://learn.parkhill.k12.mo.us/d2l/le/content/74054/viewContent/865695/View

- Explain how the greed of Enron Executives led to the stock price increasing and subsequently falling.
- Why did employees feel that Enron would never fail?
- List three ethical dilemmas showcased in the video, and comment on how you would handle each situation.

Bloom’s Levels: Remember, Understand
Webb’s DOK: 1, 2, 3
Rubric: To be created
Topic 2: Personal Ethics

Engaging Experience 1
Title: Walk the Line
Suggested Length of Time: 1 Day
Standards Addressed

Priority:
- Identify ethical and unethical conduct
- Identify the potential consequences of ethical and unethical conduct
- Differentiate between ethical and legal concepts

Supporting:
- Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources (ISTE 4 - Critical Thinking, Problem Solving, and Decision Making).
  - Identify and define authentic problems and significant questions for investigation.
  - Plan and manage activities to develop a solution or complete a project.
  - Collect and analyze data to identify solutions and/or make informed decisions.

Detailed Description/Instructions: Students will be presented with different ethical issues regarding business. They will have to decide where they stand on the issues and determine how far they would go before compromising their own core values.

Bloom’s Levels: Remember Understand
Webb’s DOK: 1, 2, 3
Rubric: To be created

Engaging Experience 2
Title: Overseas Ethics
Suggested Length of Time: 2 Days
Standards Addressed

Priority:
- Describe the different ethical standards of various cultures
- Explain how diversity impacts the workplace

Supporting:
- Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology (ISTE 1 - Creativity and Innovation).
  - Create original works as a means of personal or group expression.
- Students apply digital tools to gather, evaluate, and use information (ISTE 3 - Research and Information Fluency).
  - Plan strategies to guide inquiry.
  - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
  - Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
  - Process data and report results.
Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources (ISTE 4 - Critical Thinking, Problem Solving, and Decision Making).

- Identify and define authentic problems and significant questions for investigation.
- Plan and manage activities to develop a solution or complete a project.
- Collect and analyze data to identify solutions and/or make informed decisions.
- Use multiple processes and diverse perspectives to explore alternative solutions.

Detailed Description/Instructions: Teachers need to explain how ethics and customs vary from country to country. Students will research ethics, customs, and cultures in different countries. They will provide examples of how ethical practices differ between the USA and the country that they have chosen. Below is an example of what the teacher could provide to the students.

If you are the type of person that wants to travel the world, see the sights, and learn about ethical practices in other countries, you will need to know some basic etiquette rules for the countries you wish to visit or work in.

Your assignment:
1. Choose a country listed below – one country per student; if someone else chooses the country you wanted, you will need to choose a different country…..no duplicates!
2. Using an Internet search engine, or http://www.executiveplanet.com/ read up on that country’s etiquette rules and differences in culture for the following areas:
   a. Appointments
   b. Business Dress
   c. Conversation
   d. First Name or title?
   e. Gift Giving
   f. Let’s Make A Deal
   g. Prosperous Entertaining
   h. Public Behavior
3. Prepare a PowerPoint about the country’s rules of etiquette and differences in culture for the class. All slides should have the same design. Include a title slide with your name and Country. Individually animate your text/bullets. Don’t forget to include transitions on your slides. You should have an OUTLINE of your information on your PowerPoint – PowerPoint presentations are an AID to your presentation!
4. I suggest you use the above titles as your slide titles and follow that order.
   a. If you wish to use your country’s flag in your presentation, you may find it at http://www.crwflags.com/fotw FLAGS/ISO3166.html
5. Save your project and name the file COUNTRY CULTURES.

Bloom’s Levels: Analyze, Understand
Webb’s DOK: 3
Rubric: To be created
Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Whistleblowing - Edward Snowden (ethical reflections). Find two videos that showcase the Snowden whistleblowing event. Identify both sides of the scenario and have students take a position on whether or not you agree with Snowden’s actions. Have students write about a situation where they have had to make a choice involving a personal ethical dilemma.

Rubric for Engaging Scenario: To be created

Summary of Engaging Learning Experiences for Topics

<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
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</thead>
</table>
| 1     | Ethical Case Studies      | The teacher needs to review business ethics with the students, and present them with ethical dilemmas that can be discussed. Students will review different case studies and identify the ethical issues or problems presented within each. They will come up with possible solutions, and identify who is affected by the decisions. The directions for the case studies are: For all scenarios, assume you are employed by Best Computer Systems, a large computer manufacturing company with approximately 1,000 employees. The company is located in a large metropolitan area. Use the five (5) steps in ethical decision-making (shown below) to solve each of the following ethical cases. Be specific in your answers for each step. Ethical Decision-Making  
  - Identify the ethical issue or problem.  
  - Identify anyone who might be affected by your decision and how.  
  - List five possible solutions.  
  - Describe pros and cons for each possible solution.  
  - Determine your solution. | 2 Days |
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| 1 | Enron Video | After watching a video about Enron, students will answer questions regarding the ethical dilemmas faced by former employees and how they would have dealt with the circumstances. Video: [https://learn.parkhill.k12.mo.us/d2l/le/content/74054/viewContent/865695/View](https://learn.parkhill.k12.mo.us/d2l/le/content/74054/viewContent/865695/View)  
   - Explain how the greed of Enron Executives led to the stock price increasing and subsequently falling.  
   - Why did employees feel that Enron would never fail?  
   - List three ethical dilemmas showcased in the video, and comment on how you would handle each situation. | 1.5 Days |
| 2 | Walk the Line | Students will be presented with different ethical issues regarding business. They will have to decide where they stand on the issues and determine how far they would go before compromising their own core values. | 1 Day |
| 2 | Overseas Ethics | Teachers need to explain how ethics and customs vary from country to country. Students will research ethics, customs, and cultures in different countries. They will provide examples of how ethical practices differ between the USA and the country that they have chosen. Below is an example of what the teacher could provide to the students.  
   If you are the type of person that wants to travel the world, see the sights, and learn about ethical practices in other countries, you will need to know some basic etiquette rules for the countries you wish to visit or work in.  
   Your assignment:  
   1. Choose a country listed below – one country per student; if someone else chooses the country you wanted, you will need to choose a different country…..no duplicates!  
   2. Using an Internet search engine, or [http://www.executiveplanet.com](http://www.executiveplanet.com), read up on that country’s etiquette rules and differences in culture for the following areas:  
      a. Appointments  
      b. Business Dress  
      c. Conversation | 2 Days |
d. First Name or title?
   e. Gift Giving
   f. Let’s Make A Deal
   g. Prosperous Entertaining
   h. Public Behavior

3. Prepare a PowerPoint about the country’s rules of etiquette and differences in culture for the class. All slides should have the same design. Include a title slide with your name and Country. Individually animate your text/bullets. Don’t forget to include transitions on your slides. You should have an OUTLINE of your information on your PowerPoint – PowerPoint presentations are an AID to your presentation!

4. I suggest you use the above titles as your slide titles and follow that order.
   a. If you wish to use your country’s flag in your presentation, you may find it at [http://www.crwflags.com/fotw/flags/iso3166.html](http://www.crwflags.com/fotw/flags/iso3166.html)

5. Save your project and name the file COUNTRY CULTURES.
Unit 3: Economics in Business

**Subject:** Introduction to Business  
**Grade:** 9-12  
**Name of Unit:** Economics in Business  
**Length of Unit:** 4 Weeks  

**Overview of Unit:** Students learn about economic indicators and how those indicators affect our economy. They also learn to identify different phases in our economy can predict economic trends.

**Priority Standards for unit:**
- Distinguish between needs and wants
- Define the law of supply and demand
- Explain the effects of inflation and deflation
- Describe the four phases of the business cycle
- Interpret economic indicators (e.g., CPI, unemployment, GNP)
- Distinguish between goods and services
- Identify the impact of the global economy on consumers
- Explain economic interdependence (e.g., importing, exporting)

**Supporting Standards for unit:**
- Identify economic systems
- Classify economic resources
- State the basic economic problem
- Describe basic economic roles (e.g., citizen, worker, consumer)
- Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology (ISTE 1 - Creativity and Innovation).
  - Apply existing knowledge to generate new ideas, products, or processes.
  - Create original works as a means of personal or group expression.
- Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others (ISTE 2 - Communication and Collaboration).
  - Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
  - Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
  - Develop cultural understanding and global awareness by engaging with learners of other cultures.
  - Contribute to project teams to produce original works or solve problems.
- Students apply digital tools to gather, evaluate, and use information (ISTE 3 - Research and Information Fluency).
  - Plan strategies to guide inquiry.
  - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
  - Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
  - Process data and report results.
● Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources (ISTE 4 - Critical Thinking, Problem Solving, and Decision Making).
  ○ Collect and analyze data to identify solutions and/or make informed decisions.
● Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior (ISTE 5 - Digital Citizenship).
  ○ Advocate and practice safe, legal, and responsible use of information and technology.
  ○ Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
  ○ Demonstrate personal responsibility for lifelong learning.
  ○ Exhibit leadership for digital citizenship.
<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb’s DOK</th>
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<tbody>
<tr>
<td>between needs and wants</td>
<td>Distinguish</td>
<td>Understand</td>
<td>2</td>
</tr>
<tr>
<td>the law of supply and demand</td>
<td>Define</td>
<td>Understand</td>
<td>1</td>
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<tr>
<td>the effects of inflation and deflation</td>
<td>Explain</td>
<td>Understand</td>
<td>3</td>
</tr>
<tr>
<td>the four phases of the business cycle</td>
<td>Describe</td>
<td>Apply</td>
<td>3</td>
</tr>
<tr>
<td>economic indicators (e.g., CPI, unemployment, GNP)</td>
<td>Interpret</td>
<td>Analyze</td>
<td>1</td>
</tr>
<tr>
<td>between goods and services</td>
<td>Distinguish</td>
<td>Analyze</td>
<td>2</td>
</tr>
<tr>
<td>the impact of the global economy on consumers</td>
<td>Identify</td>
<td>Understanding</td>
<td>3</td>
</tr>
<tr>
<td>economic interdependence (e.g., importing, exporting)</td>
<td>Explain</td>
<td>Understanding</td>
<td>2</td>
</tr>
</tbody>
</table>
**Essential Questions:**
1. Why is it important to identify needs and wants in our everyday lives?
2. What are the benefits of utilizing the decision making process?
3. How do economic indicators affect our economy?
4. What brings about changes to our economic phases?

**Enduring Understanding/Big Ideas:**
1. Students will be able to distinguish between everyday needs and wants and evaluate the importance of each category.
2. Students will be able to apply the decision making process to a purchase.
3. Students will be able to identify a strong or weak economy and use economic indicators to predict trends in our economy.
4. Students will be about to identify the different economic phases and explain the characteristics of each phase.

**Unit Vocabulary:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
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<tbody>
<tr>
<td>● Deflation</td>
<td>● Business Cycle</td>
</tr>
<tr>
<td>● Depression</td>
<td>● Gross Domestic Product</td>
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<tr>
<td>● Exports</td>
<td>● Multinational Corporation</td>
</tr>
<tr>
<td>● Imports</td>
<td>● Protectionism</td>
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<tr>
<td>● Inflation</td>
<td></td>
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<td>● Prosperity</td>
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<tr>
<td>● Recession</td>
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<tr>
<td>● Standard of Living</td>
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</table>

Topic 1: Needs and Wants

Engaging Experience 1
Title: Needs and Wants Activity
Suggested Length of Time: 1.5 Days

Standards Addressed

Priority:
- Distinguish between needs and wants
- Distinguish between goods and services

Supporting:
- Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology (ISTE 1 - Creativity and Innovation).
  - Apply existing knowledge to generate new ideas, products, or processes.
  - Create original works as a means of personal or group expression.
- Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others (ISTE 2 - Communication and Collaboration).
  - Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior (ISTE 5 - Digital Citizenship).
  - Advocate and practice safe, legal, and responsible use of information and technology.
  - Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
  - Demonstrate personal responsibility for lifelong learning.
  - Exhibit leadership for digital citizenship.

Detailed Description/Instructions: The teacher needs to help students identify wants and needs they consume/use on a monthly basis. Students create a slideshow categorizing needs and wants. Students will be creating a multimedia presentation that categorizes their needs and wants.

- Students will create a Title Slide. Include your first and last name, block number, today’s date. The name of your presentation is WANTS AND NEEDS.
- Create a slide (layout of your choice) that lists all the needs you have on a monthly basis. Estimate the cost of all these needs to the best of your ability. Add pictures to show each want you have listed.
- Create a slide (layout of your choice) lists all the wants you have on a monthly basis. Estimate the cost of all these wants to the best of your ability. Add pictures to show each want you have listed.
- Add a footer to your presentation that shows your first and last name and the slide number. You do not want the footer on your title slide.
- Select a design of your choice (change the color if you like) and apply to your slides. Make sure each slide has the same design and the same color.
- Apply a transition to your slide presentation.
- Animate each want and need on your slide as well as the clipart/pictures you selected to demonstrate each want and need.

Board Approved: May 12, 2016
Engaging Experience 2
Title: Consumer Awareness
Suggested Length of Time: 1 Day
Standards Addressed

Priority:
- Distinguish between needs and wants

Supporting:
- State the basic economic problem
- Describe basic economic roles (e.g., citizen, worker, consumer)
- Students apply digital tools to gather, evaluate, and use information (ISTE 3 - Research and Information Fluency).
  - Plan strategies to guide inquiry.
  - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
  - Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
  - Process data and report results.
- Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology (ISTE 1 - Creativity and Innovation).
  - Apply existing knowledge to generate new ideas, products, or processes.
  - Create original works as a means of personal or group expression.

Detailed Description/Instructions: Teachers need to explain how making informed decisions when spending money helps in finding the best value, and the highest quality item. Students will apply the decision making process when buying a TV. Below is an example an activity.

Directions: Suppose you want to buy a new TV. The differences in quality and cost vary widely from model to model. Using the decision-making process outlined in Chapter 1 of the textbook, describe how you would decide which model to buy.

Requirements: You need to answer the questions with at least five sentences. Use the Internet and actually give an example of which TV you would consider buying. List the Website you used to find your information. Type your response below.

Bloom’s Levels: Analyze, Understand
Webb’s DOK: 2
Rubric: To be created
Engaging Experience 1
Title: Factors Influencing GDP
Suggested Length of Time: 1.5 days
Standards Addressed

Priority:
- Interpret economic indicators (e.g., CPI, unemployment, GNP)
- Identify the impact of the global economy on consumers
- Explain economic interdependence (e.g., importing, exporting)

Supporting:
- Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology (ISTE 1 - Creativity and Innovation).
  - Apply existing knowledge to generate new ideas, products, or processes.
  - Create original works as a means of personal or group expression.
- Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others (ISTE 2 - Communication and Collaboration).
  - Develop cultural understanding and global awareness by engaging with learners of other cultures.

Detailed Description/Instructions: The teacher needs to emphasize how our economy is tied to different economic indicators. Students will identify several different economic indicators. Students will research the different factors that affect productivity between countries and the variances between similar indicators through the activity below.

Let's investigate what factors increase productivity:

Read this segment, http://www.worldbank.org/depweb/english/modules/economic/gnp/index.html, from the World Bank and think about these questions: What is GNP or GDP? What does "per capita" mean? What does a country need to do to grow and increase its GDP/GNP per capita?

From this reading, answer these questions in an MS Word document; use complete sentences:

1. What is GNP per capita? How is it calculated?
2. Why would one prefer to live in a country with a high GDP per capita?
3. What do countries with high GDP or GNP per capita have in common?
4. What is productivity and how does it influence GNP per capita?
5. According to your reading, what are some of the factors that encourage productivity and economic growth?

How can a country that has fewer natural resources produce more output per person than a country that has more natural resources? The answer: The key is productivity. Productivity depends on land (including all natural resources), capital (machines, tools, and technology), and labor (peoples' health, education, and work skills). Some rich countries have abundant natural resources, and some have relatively few; however, virtually all rich countries high levels of capital investment and technology, and a highly educated population. Almost all rich countries have a high degree of encourage trade and access to world markets.

Bloom’s Levels: Analyze, Understand
Webb’s DOK: 1, 2, 3
Rubric: To be created
Engaging Experience 2
Title: International Business Studies
Suggested Length of Time: 2 Days

Standards Addressed

Priority:
- Interpret economic indicators (e.g., CPI, unemployment, GNP)
- Identify the impact of the global economy on consumers
- Explain economic interdependence (e.g., importing, exporting)

Supporting:
- Students apply digital tools to gather, evaluate, and use information (ISTE 3 - Research and Information Fluency).
  - Plan strategies to guide inquiry.
  - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
  - Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
  - Process data and report results.
- Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others (ISTE 2 - Communication and Collaboration).
  - Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
  - Develop cultural understanding and global awareness by engaging with learners of other cultures.

Detailed Description/Instructions:
The teacher needs to explain the similarities amongst countries with a strong economy. The teacher should explore the economic indicators wealthy countries have in common. Students will select a country and research the way it trades with the United States. Students will also gather information about the country’s economy and formulate an opinion of the overall economic stability through the activity below.

Let's explore several countries and find the factors that countries with high per capita GDP have in common, and the factors countries with low per capita GDP have in common. You will need to do research on four different countries. You’ll need to choose 1 country from S. America, 1 from Europe, 1 from Asia, and 1 from Africa.


Find the following information for each country. Enter your data in a Word table. The items you are researching will be your row headings; the countries will be the column headings.
- GNP/GDP
- Population
- Labor force
- Industries
- Government Type
- Literacy rate
- Natural resources
- Exports or Commodities
The teacher will facilitate a class discussion on what students found and extend the conversation into exploring country differences and practices. This can extend to a cultural norm discussion.

**Bloom’s Levels:** Analyze, Understand
**Webb’s DOK:** 1, 2, 3
**Rubric:** To be created
Engaging Experience 1  
Title: Business Cycle Report  
Suggested Length of Time: 2 Days  
Standards Addressed  
Priority:  
- Describe the four phases of the business cycle  
- Explain the effects of inflation and deflation  
- Define the law of supply and demand  
Supporting:  
- Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology (ISTE 1 - Creativity and Innovation).  
  - Apply existing knowledge to generate new ideas, products, or processes.  
  - Create original works as a means of personal or group expression.  
  - Identify trends and forecast possibilities.  
Detailed Description/Instructions: Teachers need to review the four different business cycles in our economy. The teacher should make sure the students understand the progression from each phase into the next. Students will work independently or in groups to research the four different phases of the economy. Students will also research a time period in the United States where the economy experienced each phase.  
To gain a better understanding of the four phases of the business cycle, we’re going to write a 2 page report. I want you to use the Internet to help you find an example of each phase. These Internet examples need to show a time period throughout the history of the United States where our country passed through: (1) prosperity/peak, (2) recession/contraction, (3) depression/trough, (4) recovery/expansion.  
When you write your report, you should include as much information as you can from our notes and book about each phase. The research is to better demonstrate your ability to use the Internet to find an example of each phase. Please make sure you tie in your research to the phase so I can see that you’ve made a connection between the two.  
In order to write two pages, you’ll need to have the following:  
- Each phase and definition/explanation of how and why they occur.  
- Each phase summary should be about a ½ page long  
- Each phase summary needs to include a specific example you found from the Internet.  
Bloom’s Levels: Understand  
Webb’s DOK: 1, 2, 3  
Rubric:  
- Phase definitions and Explanation = 5 pts per phase (20 total)  
- Internet research per phase = 5 pts per phase (20 total)  
- Proper grammar, spelling, format = 10 pts.  
- Total = 50 points
**Engaging Experience 2**

**Title:** Supply and Demand Activity  
**Suggested Length of Time:** 1 Day  
**Standards Addressed**

*Priority:*  
- Define the law of supply and demand  

*Supporting:*  
- Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology (ISTE 1 - Creativity and Innovation).  
  - Apply existing knowledge to generate new ideas, products, or processes.  
  - Create original works as a means of personal or group expression.

**Detailed Description/Instructions:** The teacher needs to explain how a product’s cost is affected by supply and demand. Students will review the laws of supply and demand. They will demonstrate how the two are inversely related, and understand market equilibrium. *See Appendix A* for more detail.

**Bloom’s Levels:** Understand  
**Webb’s DOK:** 1  
**Rubric:** To be created

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**Engaging Experience 3**

**Title:** Currency Exchange  
**Suggested Length of Time:** 1 Day  
**Standards Addressed**

*Priority:*  
- Identify the impact of the global economy on consumers  
- Explain economic interdependence (e.g., importing, exporting)  

*Supporting:*  
- Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others (ISTE 2 - Communication and Collaboration).  
  - Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.  
  - Communicate information and ideas effectively to multiple audiences using a variety of media and formats.  
  - Develop cultural understanding and global awareness by engaging with learners of other cultures.  
  - Contribute to project teams to produce original works or solve problems.  
- Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources (ISTE 4 - Critical Thinking, Problem Solving, and Decision Making).  
  - Collect and analyze data to identify solutions and/or make informed decisions.

**Detailed Description/Instructions:** Teachers need to explain how the value of our Dollar can change depending on the country we exchange currencies. Students will use the Google Currency Converter and compare foreign currencies to the Dollar. They will also analyze how a country’s favorable exchange rate affects relations with the United States. See an example below. After students perform this task, they will work in groups through the below scenarios.

Board Approved: May 12, 2016
Solve these scenarios:

● I fly to Japan with $800 US dollars. When I get there I convert all my money to Yen. Of that, I spend 920 Yen on Lunch and 10,000 Yen on a hotel. Next day I fly to Russia and convert all remaining Yen to Rubles. When I get to Russia I spend 5,000 Rubles on hotels and food. After I leave Russia I fly back to the USA where I convert all my Rubles into dollars. Then I spend $25 dollars on a cab ride home. How much do I have left in US Dollars? (Show your work. A dollar amount only will get you no points).

● I fly to England with $1200 US dollars. When I get there I convert all my money to Pounds. Of that, I spend 370 Pounds hotels and food. Next day I fly to Spain and convert all remaining Pounds to Euros. When I get to Spain I spend 415 Euros on hotels and food. After I leave Spain I fly back to the USA where I convert all my Euros into Dollars. Then I spend $25 dollars on a Cheese Burger! How much do I have left in US Dollars? (Show your work. A dollar amount only will get you no points).

Write a few sentences explaining why a country’s favorable exchange rate with the US can dictate vacation plans for many Americans.

Bloom’s Levels: Understanding; Webb’s DOK: 3, 2; Rubric: To be created
Engaging Scenario

**Engaging Scenario** (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Research a company’s highs and lows and how they changed as a business depending on the economic phase our country was experiencing. Students will partner with a classmate and create a presentation showcasing the transitions made by the company throughout its history.

**Rubric for Engaging Scenario:** To be created
<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
</table>
| 1     | Needs and Wants Activity | The teacher needs to help students identify wants and needs they consume/use on a monthly basis. Students create a slideshow categorizing needs and wants. Students will be creating a multimedia presentation that categorizes their needs and wants.  
  - Students will create a Title Slide. Include your first and last name, block number, today’s date. The name of your presentation is WANTS AND NEEDS.  
  - Create a slide (layout of your choice) that lists all the needs you have on a monthly basis. Estimate the cost of all these needs to the best of your ability. Add pictures to show each want you have listed.  
  - Create a slide (layout of your choice) lists all the wants you have on a monthly basis. Estimate the cost of all these wants to the best of your ability. Add pictures to show each want you have listed.  
  - Add a footer to your presentation that shows your first and last name and the slide number. You do not want the footer on your title slide.  
  - Select a design of your choice (change the color if you like) and apply to your slides. Make sure each slide has the same design and the same color.  
  - Apply a transition to your slide presentation.  
  - Animate each want and need on your slide as well as the clipart/pictures you selected to demonstrate each want and need.  
  - Save the PowerPoint. Name the file WANTS AND NEEDS. | 1.5 Days |
| 1     | Consumer Awareness       | Teachers need to explain how making informed decisions when spending money helps in finding the best value, and the highest quality item. | 1 Day |
Students will apply the decision making process when buying a TV. Below is an example an activity.

Directions: Suppose you want to buy a new TV. The differences in quality and cost vary widely from model to model. Using the decision-making process outlined in Chapter 1 of the textbook, describe how you would decide which model to buy.

Requirements: You need to answer the questions with at least five sentences. Use the Internet and actually give an example of which TV you would consider buying. List the Website you used to find your information. Type your response below.

| 2 | Factors Influencing GDP | The teacher needs to emphasize how our economy is tied to different economic indicators. Students will identify several different economic indicators. Students will research the different factors that affect productivity between countries and the variances between similar indicators through the activity below.

Let's investigate what factors increase productivity:

Read this segment, [http://www.worldbank.org/depweb/english/modules/economic/gnp/index.html](http://www.worldbank.org/depweb/english/modules/economic/gnp/index.html), from the World Bank and think about these questions: What is GNP or GDP? What does "per capita" mean? What does a country need to do to grow and increase its GDP/GNP per capita?

From this reading, answer these questions in an MS Word document; use complete sentences:
1. What is GNP per capita? How is it calculated?
2. Why would one prefer to live in a country with a high GDP per capita?
3. What do countries with high GDP or GNP per capita have in common?
4. What is productivity and how does it influence GNP per capita?
5. According to your reading, what are some of the factors that encourage productivity and economic growth?

How can a country that has fewer natural resources produce more output per person than a country that... | 1.5 days |
has more natural resources? The answer: The key is productivity. Productivity depends on land (including all natural resources), capital (machines, tools, and technology), and labor (peoples' health, education, and work skills). Some rich countries have abundant natural resources, and some have relatively few; however, virtually all rich countries have high levels of capital investment and technology, and a highly educated population. Almost all rich countries have a high degree of encourage trade and access to world markets.

| 2 | International Business Studies | The teacher needs to explain the similarities amongst countries with a strong economy. The teacher should explore the economic indicators wealthy countries have in common. Students will select a country and research the way it trades with the United States. Students will also gather information about the country’s economy and formulate an opinion of the overall economic stability through the activity below. Let's explore several countries and find the factors that countries with high per capita GDP have in common, and the factors countries with low per capita GDP have in common. You will need to do research on four different countries. You’ll need to choose 1 country from S. America, 1 from Europe, 1 from Asia, and 1 from Africa. Use the CIA World Fact book cite for your research. [https://www.cia.gov/library/publications/the-world-factbook/](https://www.cia.gov/library/publications/the-world-factbook/) Find the following information for each country. Enter your data in a Word table. The items you are researching will be your row headings; the countries will be the column headings. ● GNP/GDP ● Population ● Labor force ● Industries ● Government Type ● Literacy rate ● Natural resources ● Exports or Commodities | 2 Days |

2 Days
The teacher will facilitate a class discussion on what students found and extend the conversation into exploring country differences and practices. This can extend to a cultural norm discussion.

| 3 | **Business Cycle Report** | Teachers need to review the four different business cycles in our economy. The teacher should make sure the students understand the progression from each phase into the next. Students will work independently or in groups to research the four different phases of the economy. Students will also research a time period in the United States where the economy experienced each phase.

To gain a better understanding of the four phases of the business cycle, we’re going to write a 2 page report. I want you to use the Internet to help you find an example of each phase. These Internet examples need to show a time period throughout the history of the United States where our country passed through: (1) prosperity/peak, (2) recession/contraction, (3) depression/trough, (4) recovery/expansion.

When you write your report, you should include as much information as you can from our notes and book about each phase. The research is to better demonstrate your ability to use the Internet to find an example of each phase. Please make sure you tie in your research to the phase so I can see that you’ve made a connection between the two.

In order to write two pages, you’ll need to have the following:
- Each phase and definition/explanation of how and why they occur.
- Each phase summary should be about a ½ page long.
- Each phase summary needs to include a specific example you found from the Internet. |

| 3 | **Supply and Demand Activity** | The teacher needs to explain how a product’s cost is affected by supply and demand. Students will review the laws of supply and demand. They will demonstrate how the two are inversely related, and understand market equilibrium. *See Appendix A for more detail.* | 1 Day |
Teachers need to explain how the value of our Dollar can change depending on the country we exchange currencies. Students will use the Google Currency Converter and compare foreign currencies to the Dollar. They will also analyze how a country’s favorable exchange rate affects relations with the United States. See an example below. After students perform this task, they will work in groups through the below scenarios.

Solve these scenarios:

- I fly to Japan with $800 US dollars. When I get there I convert all my money to Yen. Of that, I spend 920 Yen on Lunch and 10,000 Yen on a hotel. Next day I fly to Russia and convert all remaining Yen to Rubles. When I get to Russia I spend 5,000 Rubles on hotels and food. After I leave Russia I fly back to the USA where I convert all my Rubles into dollars. Then I spend $25 dollars on a cab ride home. How much do I have left in US Dollars? (Show your work. A dollar amount only will get you no points).

- I fly to England with $1200 US dollars. When I get there I convert all my money to Pounds. Of that, I spend 370 Pounds hotels and food. Next day I fly to Spain and convert all remaining Pounds to Euros. When I get to Spain I spend 415 Euros on hotels and food. After I leave Spain I fly back to the USA where I convert all my Euros into Dollars. Then I spend $25 dollars on a Cheese Burger! How much do I have left in US Dollars? (Show your work. A dollar amount only will get you no points).

Write a few sentences explaining why a country’s favorable exchange rate with the US can dictate vacation plans for many Americans.
Unit 4: Business Start Up

Subject: Introduction to Business
Grade: 9-12
Name of Unit: Business Start Up
Length of Unit: 4.5 Weeks
Overview of Unit: Students will understand how businesses are organized by type and ownerships, risk and rewards of owning a business, what makes a successful entrepreneur, how to begin a business and what a business plan is.

Priority Standards for unit:

- Compare and contrast the different types of business ownership
- Compare and contrast various types of businesses (e.g., manufacturing, retailing, service, distribution, processing)
- Compare and contrast the rewards and risks of owning a business
- Identify the characteristics of a successful entrepreneur
- Identify the process of starting a new business
- Identify the components of a business plan (e.g., description of company, description of service/product)
- Identify the decision-making process
- Apply the decision-making process

Supporting Standards for unit:

- Describe ways that businesses use the Internet
- Discuss the impact of e-commerce on business
- Describe the influence of international trade on business
- Match one’s individual characteristics and interests to those of a successful entrepreneur
- Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology (ISTE 1 - Creativity and Innovation).
  - Apply existing knowledge to generate new ideas, products, or processes.
  - Create original works as a means of personal or group expression.
  - Use models and simulations to explore complex systems and issues.
- Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others (ISTE 2 - Communication and Collaboration).
  - Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
  - Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
  - Contribute to project teams to produce original works or solve problems.
- Students apply digital tools to gather, evaluate, and use information (ISTE 3 - Research and Information Fluency).
  - Plan strategies to guide inquiry.
  - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
  - Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
  - Process data and report results.
● Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources (ISTE 4 - Critical Thinking, Problem Solving, and Decision Making).
  ○ Identify and define authentic problems and significant questions for investigation.
  ○ Plan and manage activities to develop a solution or complete a project.
  ○ Collect and analyze data to identify solutions and/or make informed decisions.
  ○ Use multiple processes and diverse perspectives to explore alternative solutions.
● Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior (ISTE 5 - Digital Citizenship).
  ○ Advocate and practice safe, legal, and responsible use of information and technology.
  ○ Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
  ○ Demonstrate personal responsibility for lifelong learning.
  ○ Exhibit leadership for digital citizenship.
<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>different types of business ownership</td>
<td>Compare</td>
<td>Understand</td>
<td>2</td>
</tr>
<tr>
<td>different types of business ownership</td>
<td>Contrast</td>
<td>Understand</td>
<td>2</td>
</tr>
<tr>
<td>ways that businesses use the Internet</td>
<td>Describe</td>
<td>Understand</td>
<td>1</td>
</tr>
<tr>
<td>various types of businesses (e.g., manufacturing, retailing, service, distribution, processing)</td>
<td>Compare</td>
<td>Understand</td>
<td>1</td>
</tr>
<tr>
<td>various types of businesses (e.g., manufacturing, retailing, service, distribution, processing)</td>
<td>Contrast</td>
<td>Understand</td>
<td>1</td>
</tr>
<tr>
<td>characteristics of a successful entrepreneur</td>
<td>Identify</td>
<td>Remember</td>
<td>2</td>
</tr>
<tr>
<td>process of starting a new business</td>
<td>Identify</td>
<td>Remember</td>
<td>2</td>
</tr>
<tr>
<td>rewards and risks of owning a business</td>
<td>Compare</td>
<td>Understand</td>
<td>2</td>
</tr>
<tr>
<td>rewards and risks of owning a business</td>
<td>Contrast</td>
<td>Understand</td>
<td>2</td>
</tr>
<tr>
<td>components of a business plan (e.g., description of company, description of service/product)</td>
<td>Identify</td>
<td>Understand</td>
<td>2</td>
</tr>
<tr>
<td>decision-making process</td>
<td>Identify</td>
<td>Remember</td>
<td>1</td>
</tr>
<tr>
<td>decision-making process</td>
<td>Apply</td>
<td>Apply</td>
<td>3</td>
</tr>
</tbody>
</table>
**Essential Questions:**
1. How do different types of businesses compare and contrast from each other?
2. How do different types of business ownership compare and contrast from each other?
3. How does one start a business?

**Enduring Understanding/Big Ideas:**
1. Students will understand the various types of businesses such as manufacturing, retailing, service, distribution, and processing. Students will determine the differences in their operations, purposes, and what makes them sustainable.
2. Students will understand the characteristics of being an entrepreneur and the risks and rewards in different types of businesses.
3. Students will understand the components that go into starting a business.

**Unit Vocabulary:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Compare</td>
<td>● Business Plan</td>
</tr>
<tr>
<td>● Contrast</td>
<td>● Corporation</td>
</tr>
<tr>
<td>● Decision Making Process</td>
<td>● Distribution</td>
</tr>
<tr>
<td>● Internet</td>
<td>● Ecommerce</td>
</tr>
<tr>
<td>● Rewards</td>
<td>● Entrepreneur</td>
</tr>
<tr>
<td>● Risk</td>
<td>● Franchise</td>
</tr>
<tr>
<td>● Trade</td>
<td>● Manufacturing</td>
</tr>
<tr>
<td></td>
<td>● Partnership</td>
</tr>
<tr>
<td></td>
<td>● Processing</td>
</tr>
<tr>
<td></td>
<td>● Product</td>
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<tr>
<td></td>
<td>● Retailing</td>
</tr>
<tr>
<td></td>
<td>● Service</td>
</tr>
<tr>
<td></td>
<td>● Sole Proprietor</td>
</tr>
<tr>
<td></td>
<td>● Start Up</td>
</tr>
</tbody>
</table>

Topic 1: Types of Businesses

Engaging Experience 1

Title: Define and Understand Various Types of Businesses

Suggested Length of Time: 2 Days

Standards Addressed

Priority:
- Compare and contrast various types of businesses (e.g., manufacturing, retailing, service, distribution, processing)

Supporting:
- Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology (ISTE 1 - Creativity and Innovation).
  - Create original works as a means of personal or group expression.
  - Use models and simulations to explore complex systems and issues.
- Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others (ISTE 2 - Communication and Collaboration).
  - Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
  - Contribute to project teams to produce original works or solve problems.

Detailed Description/Instructions: The teacher will facilitate a discussion about the characteristics of different types of businesses including manufacturing, retailing, service, distribution, and processing. Students in groups of 4 will create a Venn diagram of their different characteristics.

Bloom’s Levels: Understand

Webb’s DOK: 2

Rubric: To be created

Engaging Experience 2

Title: Different Types of Business Ownership

Suggested Length of Time: 4 Days

Standards Addressed

Priority:
- Compare and contrast the different types of business ownership
- Identify the components of a business plan (e.g., description of company, description of service/product)
- Identify the characteristics of a successful entrepreneur
- Compare and contrast the rewards and risks of owning a business

Supporting:
- Describe ways that businesses use the Internet
- Discuss the impact of e-commerce on business
- Describe the influence of international trade on business
- Match one’s individual characteristics and interests to those of a successful entrepreneur
Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others (ISTE 2 - Communication and Collaboration).

- Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
- Contribute to project teams to produce original works or solve problems.

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources (ISTE 4 - Critical Thinking, Problem Solving, and Decision Making).

- Identify and define authentic problems and significant questions for investigation.
- Plan and manage activities to develop a solution or complete a project.
- Collect and analyze data to identify solutions and/or make informed decisions.

**Detailed Description/Instructions:** The teacher will introduce and define the different types of business ownerships, such as sole proprietorship, partnership, private and public corporations, and franchise. Students will interview two individuals within two different sectors of businesses. They should investigate structure of the organization, impact of ecommerce, influence of trade (national or international), risks, rewards, and successes and failures. The teacher will lead a class discussion regarding their findings. As students share, a student will help fill in a visual for the class that helps separate characteristics of the different types of businesses. The teacher will then conclude the activity by facilitating a conversation about comparisons and contrasts within these different organizations. An example of the visual could be:

<table>
<thead>
<tr>
<th>Type</th>
<th>Proprietorship</th>
<th>Partnerships</th>
<th>Corporations</th>
<th>Franchise</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key Successes</td>
<td></td>
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<tr>
<td>Key Failures</td>
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<tr>
<td>Risks</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rewards</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Bloom’s Levels:** Understand

**Webb’s DOK:** 2

**Rubric:** To be created
Engaging Experience 1
Title: Entrepreneurship (Characteristics)
Suggested Length of Time: 3 Days
Standards Addressed

**Priority:**
- Identify the characteristics of a successful entrepreneur
- Compare and contrast the rewards and risks of owning a business

**Supporting:**
- Match one’s individual characteristics and interests to those of a successful entrepreneur
- Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology (ISTE 1 - Creativity and Innovation).
  - Apply existing knowledge to generate new ideas, products, or processes.
  - Create original works as a means of personal or group expression.
- Students apply digital tools to gather, evaluate, and use information (ISTE 3 - Research and Information Fluency).
  - Plan strategies to guide inquiry.
  - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
  - Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
  - Process data and report results.

**Detailed Description/Instructions:** Chose an Entrepreneur: Students will research and identify a successful entrepreneur of their choice and write a one page Word document then report out to class. Report should include: where, what, when and how they began, their schooling, their profit, length of business, and failures and successes, risk and rewards. Students should explore how the entrepreneur managed their risk. Also, student should see if their individual aptitudes and interest match their entrepreneur.

**Bloom’s Levels:** Remember

**Webb’s DOK:** 2

**Rubric:** To be created

Engaging Experience 2
Title: Risks and Rewards
Suggested Length of Time: 1 Day
Standards Addressed

**Priority:**
- Compare and contrast the rewards and risks of owning a business

**Supporting:**
- Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology (ISTE 1 - Creativity and Innovation).
  - Create original works as a means of personal or group expression.
  - Use models and simulations to explore complex systems and issues.
Students apply digital tools to gather, evaluate, and use information (ISTE 3 - Research and Information Fluency).
- Plan strategies to guide inquiry.
- Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
- Process data and report results.

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior (ISTE 5 - Digital Citizenship).
- Advocate and practice safe, legal, and responsible use of information and technology.
- Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
- Demonstrate personal responsibility for lifelong learning.
- Exhibit leadership for digital citizenship.

**Detailed Description/Instructions:** Students with a partner will read the following articles to create infinity diagram with sticky notes to find similarities and differences.

**Bloom’s Levels:** Understanding
**Webb’s DOK:** 2
**Rubric:** To be created

**Engaging Experience 3**
**Title:** Decision Making
**Suggested Length of Time:** 3 Days

**Standards Addressed**

**Priority:**
- Identify the decision-making process and apply the decision-making process

**Supporting:**
- Describe ways that businesses use the Internet, Discuss the impact of e-commerce on business,
- Describe the influence of international trade on business
- Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources (ISTE 4 - Critical Thinking, Problem Solving, and Decision Making).
  - Identify and define authentic problems and significant questions for investigation.
  - Plan and manage activities to develop a solution or complete a project.
  - Collect and analyze data to identify solutions and/or make informed decisions.
  - Use multiple processes and diverse perspectives to explore alternative solutions.
● Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology (ISTE 1 - Creativity and Innovation).
  ○ Apply existing knowledge to generate new ideas, products, or processes.
  ○ Create original works as a means of personal or group expression.
● Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others (ISTE 2 - Communication and Collaboration).
  ○ Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
  ○ Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
  ○ Contribute to project teams to produce original works or solve problems.

**Detailed Description/Instructions:** The instructor will identify and define to students steps in decision making process:
1. Identify Problem
2. Seek information
3. Brainstorm Solutions
4. Choose an Alternative
5. Implement the Plan
6. Evaluate Outcomes

Students in groups will then apply those steps to create idea for a business. Students using a Word table with steps in decision process on left side. On right side, have them apply. Students should consider how Internet, e-commerce, and international trade will affect their plan. The business they create here can be used in Unit 4 and 5.

**Bloom’s Levels:** Remember, Apply

**Webb’s DOK:** 1, 3

**Rubric:** To be created

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**Engaging Experience 4**

**Title:** Starting a Business

**Suggested Length of Time:** 1 Day

**Standards Addressed**

*Priority:*
- Identify the process of starting a new business

*Supporting:*
- Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology (ISTE 1 - Creativity and Innovation).
  ○ Apply existing knowledge to generate new ideas, products, or processes.
  ○ Create original works as a means of personal or group expression.
  ○ Use models and simulations to explore complex systems and issues.
- Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others (ISTE 2 - Communication and Collaboration).
- Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- Contribute to project teams to produce original works or solve problems.
- **Students apply digital tools to gather, evaluate, and use information (ISTE 3 - Research and Information Fluency).**
  - Plan strategies to guide inquiry.
  - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
  - Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
  - Process data and report results.
- **Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior (ISTE 5 - Digital Citizenship).**
  - Advocate and practice safe, legal, and responsible use of information and technology.
  - Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
  - Demonstrate personal responsibility for lifelong learning.
  - Exhibit leadership for digital citizenship.

**Detailed Description/Instructions:** Students will read site: [https://www.sba.gov/category/navigation-structure/starting-managing-business/starting-business](https://www.sba.gov/category/navigation-structure/starting-managing-business/starting-business) After reading the site students may work in partners to identify the below components of starting a business. In their pairs, students can create a visual project using pictures/drawings showing the 10 steps and report out to the class.

- **Step 1:** Write a Business Plan
- **Step 2:** Get Business Assistance and Training
- **Step 3:** Choose a Business Location
- **Step 4:** Finance Your Business
- **Step 5:** Determine the Legal Structure of Your Business
- **Step 6:** Register a Business Name ("Doing Business As")
- **Step 7:** Get a Tax Identification Number
- **Step 8:** Register for State and Local Taxes
- **Step 9:** Obtain Business Licenses and Permits
- **Step 10:** Understand Employer Responsibilities

**Bloom’s Levels:** Remember

**Webb’s DOK:** 2

**Rubric:** To be created
Engaging Experience 1
Title: Components and Purpose of a Business Plan
Suggested Length of Time: 2 Days

Standards Addressed

Priority:
● Identify the components of a business plan (e.g., description of company, description of service/product)

Supporting:
● Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology (ISTE 1 - Creativity and Innovation).
  ○ Create original works as a means of personal or group expression.
● Students apply digital tools to gather, evaluate, and use information (ISTE 3 - Research and Information Fluency).
  ○ Plan strategies to guide inquiry.
  ○ Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
  ○ Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
  ○ Process data and report results.

Detailed Description/Instructions: The class will research, compile and organize a list of components in a business plan.


When students finish they should have an outline similar to:
● Mission statement and/or vision statement so you articulate what you’re trying to create;
● Description of your company and product or service;
● Description of how your product or service is different;
● Market analysis that discusses the market you’re trying to enter, competitors, where you fit, and what type of market share you believe you can secure;
● Description of your management team
● How you plan to market the product or service;
● Analysis of your company’s strengths, weaknesses, opportunities, and threat, which will show that you’re realistic and have considered opportunities and challenges;
● Develop a cash flow statement so you understand what your needs are now and will be in the future (a cash flow statement also can help you consider how cash flow could impact growth);
● Revenue projections; and
● Summary/conclusion that wraps everything together (this also could be an executive summary at the beginning of the plan).

Students should recognize components of a business plan and explain the purpose behind a business plan and why they are still important (this is a different approach and mindset than...
entrepreneurship). Also, student will discuss what types of businesses not use a business may plan.

**Bloom’s Levels:** Understand

**Webb’s DOK:** 2

**Rubric:** To be created
Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Students will group according to what business ownership and type of business for their decided company. These groups will research what a press release looks like and create a press release for their business including the following:

- Description of your company and product or service
- Description of how your product or service is different
- Who are your competitors and where you fit and location


These components are the beginning components of a business plan and will be used as they progress through Unit 5.

Rubric for Engaging Scenario: To be created
<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Define and Understand Various Types of Businesses</td>
<td>The teacher will facilitate a discussion about the characteristics of different types of businesses including manufacturing, retailing, service, distribution, and processing. Students in groups of 4 will create a venn diagram of their different characteristics.</td>
<td>2 Days</td>
</tr>
<tr>
<td>1</td>
<td>Different Types of Business Ownership</td>
<td>The teacher will introduce and define the different types of business ownerships, such as sole proprietorship, partnership, private and public corporations, and franchise. Students will interview two individuals within two different sectors of businesses. They should investigate structure of the organization, impact of ecommerce, influence of trade (national or international), risks, rewards, and successes and failures. The teacher will lead a class discussion regarding their findings. As students share, a student will help fill in a visual for the class that helps separate characteristics of the different types of businesses. The teacher will then conclude the activity by facilitating a conversation about comparisons and contrasts within these different organizations. An example of the visual could be:</td>
<td>4 Days</td>
</tr>
<tr>
<td>2</td>
<td>Entrepreneurship (Characteristics)</td>
<td>Chose an Entrepreneur: Students will research and identify a successful entrepreneur of their choice and write a one page Word document then report out to class. Report should include: where, what, when and how they began, their schooling, their profit, length of business, and failures and successes, risk and rewards. Students should explore how the entrepreneur managed their risk. Also, student should see if their individual aptitudes and interest match their entrepreneur.</td>
<td>3 Days</td>
</tr>
<tr>
<td>2</td>
<td>Risks and Rewards</td>
<td>Students with a partner will read the following articles to create infinity diagram with sticky notes to find similarities and differences.</td>
<td>1 Day</td>
</tr>
</tbody>
</table>
|   | Decision Making | The instructor will identify and define to students steps in decision making process:  
1. Identify Problem  
2. Seek information  
3. Brainstorm Solutions  
4. Choose an Alternative  
5. Implement the Plan  
6. Evaluate Outcomes  
(https://smallbusiness.chron.com/steps-decisionmaking-process-manager-10601.html.)  
Students in groups will then apply those steps to create idea for a business. Students using a Word table with steps in decision process on left side. On right side, have them apply. Students should consider how Internet, e-commerce, and international trade will affect their plan. The business they create here can be used in Unit 4 and 5. | 3 Days |
|---|---|---|---|
| 2 | Starting a Business | Students will read site:  
https://www.sba.gov/category/navigation-structure/starting-managing-business/starting-business. After reading the site students may work in partners to identify the below components of starting a business. In their pairs, students can create a visual project using pictures/drawings showing the 10 steps and report out to the class.  
- Step 1: Write a Business Plan  
- Step 2: Get Business Assistance and Training  
  - Step 3: Choose a Business Location  
  - Step 4: Finance Your Business  
- Step 5: Determine the Legal Structure of Your Business  
  - Step 6: Register a Business Name ("Doing Business As")  
  - Step 7: Get a Tax Identification Number  
  - Step 8: Register for State and Local Taxes  
  - Step 9: Obtain Business Licenses and Permits  
  - Step 10: Understand Employer Responsibilities | 1 Day |
When students finish they should have an outline similar to:  
- Mission statement and/or vision statement so you articulate what you’re trying to create;  
- Description of your company and product or service;  
- Description of how your product or service is different;  
- Market analysis that discusses the market you’re trying to enter, competitors, where you fit, and what type of market share you believe you can secure;  
  - Description of your management team  
- How you plan to market the product or service;  
  - Analysis of your company’s strengths, weaknesses, opportunities, and threat, which will show that you’re realistic and have considered opportunities and challenges;  
- Develop a cash flow statement so you understand what your needs are now and will be in the future (a cash flow statement also can help you consider how cash flow could impact growth);  
  - Revenue projections; and  
- Summary/conclusion that wraps everything together (this also could be an executive summary at the beginning of the plan).  
Students should recognize components of a business plan and explain the purpose behind a business plan and why they are still important (this is a different approach and mindset than entrepreneurship). Also, student will discuss what types of businesses not use a business may plan. | 2 Days |

Unit 5: Business Operations

Subject: Introduction to Business
Grade: 9-12
Name of Unit: Business Operations
Length of Unit: 4.5 Weeks

Overview of Unit: Students will engage in different business operations such as Management, Human Resources, Marketing, and Finance. They will receive an overview of management styles, job descriptions, the 4 P’s of marketing, and basic accounting.

Priority Standards for unit:
- Define the functions of human resource management
- Describe marketing strategies (e.g., product, promotion, place, price)
- Identify essential business functions (e.g., management, marketing, finance, accounting, human resources)
- Identify basic accounting terms
- Describe the functions of a manager in a business environment (e.g., organize, plan, direct)
- Describe different management styles (e.g., coaching, directive)

Supporting Standards for unit:
- Describe the importance of various support systems (e.g., administrative support, technical support, legal support, janitorial support, building maintenance)
- Describe basic business finance activities (e.g., payroll, credit, investments, capital)
- Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology (ISTE 1 - Creativity and Innovation).
  - Apply existing knowledge to generate new ideas, products, or processes.
  - Create original works as a means of personal or group expression.
- Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others (ISTE 2 - Communication and Collaboration).
  - Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
  - Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
  - Contribute to project teams to produce original works or solve problems.
- Students apply digital tools to gather, evaluate, and use information (ISTE 3 - Research and Information Fluency).
  - Plan strategies to guide inquiry.
  - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
  - Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
  - Process data and report results.
- Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior (ISTE 5 - Digital Citizenship).
  - Advocate and practice safe, legal, and responsible use of information and technology.
○ Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
○ Demonstrate personal responsibility for lifelong learning.
○ Exhibit leadership for digital citizenship.
<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom's Taxonomy Levels</th>
<th>Webb's DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>the functions of human resource management</td>
<td>Define</td>
<td>Understand</td>
<td>2</td>
</tr>
<tr>
<td>marketing strategies (e.g., product, promotion, place, price)</td>
<td>Describe</td>
<td>Understand</td>
<td>2</td>
</tr>
<tr>
<td>essential business functions (e.g., management, marketing, finance, accounting, human resources)</td>
<td>Identify</td>
<td>Remember</td>
<td>1</td>
</tr>
<tr>
<td>basic accounting terms</td>
<td>Identify</td>
<td>Remember</td>
<td>1</td>
</tr>
<tr>
<td>the functions of a manager in a business environment (e.g., organize, plan, direct)</td>
<td>Describe</td>
<td>Understand</td>
<td>1</td>
</tr>
<tr>
<td>different management styles (e.g., coaching, directive)</td>
<td>Describe</td>
<td>Understand</td>
<td>2</td>
</tr>
</tbody>
</table>
**Essential Questions:**
1. Why do management styles differ between companies?
2. Why are job descriptions essential to companies that is expanding?
3. What are the 4 P’s of marketing?
4. Why are financial documents important to a business’s success?

**Enduring Understanding/Big Ideas:**
1. Students need to learn why different businesses use different management styles based on employee expectations.
2. Students learn the importance of job descriptions and how employees need defined roles in a business.
3. Students will learn how the 4 P’s of marketing affect a business's decisions to roll out a new product or idea.
4. Students will learn how a business must keep accurate financial documents in order to account for expenses and revenues.

**Unit Vocabulary:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Accounting</td>
<td>● Balance Sheet</td>
</tr>
<tr>
<td>● Finance</td>
<td>● T Accounts</td>
</tr>
<tr>
<td>● Human Resources</td>
<td>● Income Statement</td>
</tr>
<tr>
<td>● Interview</td>
<td>● Marketing Mix(4 Ps)</td>
</tr>
<tr>
<td>● Job Description</td>
<td></td>
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<td>● Leadership</td>
<td></td>
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<tr>
<td>● Management</td>
<td></td>
</tr>
<tr>
<td>● Marketing</td>
<td></td>
</tr>
</tbody>
</table>

Topic 1: Management

Engaging Experience 1
Title: Management Functions
Suggested Length of Time: 1 Day

Standards Addressed

Priority:
- Describe the functions of a manager in a business environment (e.g., organize, plan, direct)
- Describe different management styles (e.g., coaching, directive)
- Identify essential business functions (e.g., management, marketing, finance, accounting, human resources)

Supporting:
- Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology (ISTE 1 - Creativity and Innovation).
  - Apply existing knowledge to generate new ideas, products, or processes.

Detailed Description/Instructions: The teacher will need to review the differences between the four different management functions (planning, organizing, leading, and controlling). The teacher will explain how each function is used by managers in everyday operations of a business. Read each of the following situations and determine which management function applies to each situation. The teacher may consider putting this worksheet online for students to type their answers in RED in the space provided.

- The home office of a drugstore chain sends directions on how merchandise should be displayed on the shelves.
- The owner of Norma’s Hardware surveys her customers regarding the hours she should be open and decides to open shop one hour earlier.
- Aries Starvos holds a staff meeting every week to make sure that the staff understands their job assignments and to hear any complaints and questions they may have.
- The owners of a dog grooming service decide to offer training classes to their employees in customer service.
- Su Lee Han finds it necessary to review the budget allocations for her department once a week.
- Jack Erbinsky attends a training session to learn about a new line of refrigeration products his company will carry.
- Julio Chavez fires all of his employees except one assistant after deciding that he can move into a smaller office and do the work better and more efficiently without them.
- A multinational corporation restructures its marketing operations by product lines rather than by countries or regions.
- The sales manager at Bruno’s Auto Sales holds a weekly meeting with his sales staff to keep them focused on their sales targets.
- Marketing executive Carol Hoerst combs five newspapers every morning for news that might affect the competitive environment for her company’s products.
- Melvin B. Goods hires an executive assistant in order to free up more of his own time for strategic planning.
The 65-year-old CEO of an international conglomerate, anticipating retirement in two years, launches a search for the replacement.
The general manager of a restaurant reviews menu prices every three months to determine if changes are needed to keep prices in line with fluctuating food costs.

**Bloom’s Levels:** Understand, Remember

**Webb’s DOK:** 1, 2

**Rubric:** To be created

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**Engaging Experience 2**

**Title:** Styles of Leadership

**Suggested Length of Time:** 1 Day

**Standards Addressed**

**Priority:**
- Describe the functions of a manager in a business environment (e.g., organize, plan, direct)
- Describe different management styles (e.g., coaching, directive)
- Identify essential business functions (e.g., management, marketing, finance, accounting, human resources)

**Supporting:**
- Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology (ISTE 1 - Creativity and Innovation).
  - Apply existing knowledge to generate new ideas, products, or processes.
  - Create original works as a means of personal or group expression.
- Students apply digital tools to gather, evaluate, and use information (ISTE 3 - Research and Information Fluency).
  - Plan strategies to guide inquiry.
  - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
  - Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
  - Process data and report results.

**Detailed Description/Instruction:** The teacher will explain how most businesses utilize one of the three styles of leadership (democratic, autocratic, and Free-Rein). The teacher can ask the students who have jobs explain what style of leadership their employers use, and which style they think would work best for them. The teacher can provide the following assignment to students. The teacher may consider students working in partners or groups.

In chapter 8 we talked about the different styles of leadership. The three we covered are Autocratic, Democratic, and Free-Rein. Demonstrate your understanding of these different styles of leadership by explaining what they are and finding businesses that represent each style. Type your findings in a 1 page, double spaced paper.

**Bloom’s Levels:** Understand, Remember

**Webb’s DOK:** 1, 2

**Rubric:** To be created
Engaging Experience 1
Title: Job Description & Interview Questions
Suggested Length of Time: 1 Day

Standards Addressed

Priority:
- Define the functions of human resource management
- Identify essential business functions (e.g., management, marketing, finance, accounting, human resources)

Supporting:
- Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology (ISTE 1 - Creativity and Innovation).
  - Apply existing knowledge to generate new ideas, products, or processes.
  - Create original works as a means of personal or group expression.

Detailed Description/Instructions:
Students will develop a job description for a position of need based on the business they started in Unit 4. They will also create interview questions to be asked of someone interested in the job. The teacher should reinforce the idea of business growth, and the necessity of adding more staff. Below is an example of the prompt the teacher can present to students.

As a small business owner of your new company, (think back to chapter 6) you have decided it's time to hire a new employee. You'll need to create a list of questions specific to your company you'll being asking in the job interview (6 question minimum required). You'll also have to develop a job description for the position you are hiring.

Bloom’s Levels: Understand, Remember
Webb’s DOK: 1, 2
Rubric: To be created
Engaging Experience 1
Title: Product, Price, Promotion, Place
Suggested Length of Time: 1 Day
Standards Addressed
Priority:
- Describe marketing strategies (e.g., product, promotion, place, price)
- Identify essential business functions (e.g., management, marketing, finance, accounting, human resources)

Supporting:
- Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology (ISTE 1 - Creativity and Innovation).
  - Apply existing knowledge to generate new ideas, products, or processes.
  - Create original works as a means of personal or group expression.

Detailed Description/Instructions: The teacher needs to review the importance of the 4 P’s of marketing (Place, Price, Product, and Promotion), and the marketing functions. The teacher should have students think about how the 4 P’s will apply to the business they created in Unit 4. Students will apply the 4 P’s of marketing, and the different marketing functions to different marketing scenarios. The teacher can use the following activity with students.

What are the 4 P’s of the Marketing Mix?

Your plan is to open a boutique in your town. Read the following list of marketing mix decisions and identify which of the 4 P’s would be represented by the statement.

1. Should we use radio advertising?
2. Should we sell home furnishings in addition to clothing?
3. Should we use keystone markup?
4. Should we give employees a discount?
5. Should we have an ad in the local newspaper?
6. Should the store be located on Main Street or in a shopping center?
7. Should we sell men’s clothing in addition to women’s apparel?
8. Should we designate Wednesday as “Senior Citizen Discount Day”?
9. Should we purchase bags with the store name printed on them?
10. Should we purchase a delivery van for delivery of home furnishings?

The Marketing Functions: Indicate which marketing function is represented by the following situations.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>A newspaper article about the grand opening of a new boutique appears.</td>
</tr>
<tr>
<td>2.</td>
<td>Styles of swimsuits are selected to be sold in a department store.</td>
</tr>
<tr>
<td>3.</td>
<td>Money is borrowed to purchase a computer system for a large, independently-owned clothing store.</td>
</tr>
<tr>
<td>4.</td>
<td>A consumer answers survey questions after sampling a new line of skin care.</td>
</tr>
<tr>
<td>5.</td>
<td>A salesperson answers a customer’s questions about the care of a leather coat.</td>
</tr>
<tr>
<td>6.</td>
<td>T-shirts are transported from the factory to the Gap by truck.</td>
</tr>
</tbody>
</table>
7. Management of a local clothing store decides to begin carrying a line of home furnishings.
8. Shoes sold in a department store have a markup of 35% based on cost.
9. Management decides how much money should be budgeted to each department.
10. Management has decided to use television commercials rather than newspaper ads.
11. Winter coats were marked down 25%.
12. Cotton for use in the production of t-shirts was shipped by truck to the company.
13. Management attended a trade show to select merchandise for the spring season.

Bloom’s Levels: Understand, Remember
Webb’s DOK: 1, 2
Rubric: To be created

Engaging Experience 2
Title: Ben & Jerry’s Marketing Project
Suggested Length of Time: 3 Days
Standards Addressed

Priority:
- Describe marketing strategies (e.g., product, promotion, place, price)
- Identify essential business functions (e.g., management, marketing, finance, accounting, human resources)

Supporting:
- Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology (ISTE 1 - Creativity and Innovation).
  - Apply existing knowledge to generate new ideas, products, or processes.
  - Create original works as a means of personal or group expression.
- Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior (ISTE 5 - Digital Citizenship).
  - Advocate and practice safe, legal, and responsible use of information and technology.
  - Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
  - Demonstrate personal responsibility for lifelong learning.
  - Exhibit leadership for digital citizenship.

Detailed Description/Instructions: Teachers will use this assignment to reinforce the 4 P’s of marketing. This assignment encourages students to create something, and then apply marketing principles. Students will market a new flavor of Ben & Jerry’s ice cream. They will need to use the 4 P’s of marketing and develop a presentation to demonstrate their understanding. The Assignment: To create a new flavor of ice cream for Ben and Jerry’s to help a cause/charity of your choice.
  1. Generate a clever name for your new flavor.
  2. Design the packaging for your new flavor.
Students will use your Ben & Jerry’s Ice Cream project for this activity.

Using your ice cream idea, complete a plan for the “P’s” of marketing. You already have the product, but now need a plan for the additional “P’s.” You may use your notes and/or textbook if you need further explanation of the “P’s” of Marketing.

- At the top right-hand corner, type your names.
- Type your Title with the new name for your ice cream flavor centered at the top of your page.
- Explain what ingredients will go into your new ice cream flavor.
- Explain the cause/charity your ice cream flavor will support.
- Explain how your new flavor and packaging design corresponds to this charity.
- Explain what your cause/charity supports with its donations.

Before you start working on your plan, explain your target market for your ice cream.

And please, don’t just say “People who like ice cream.” Now, you are ready to create your marketing plan. Make sure your plan includes:

- **Place** – where will you sell your product? Needs for distribution, storage, transportation?
- **Price** – If it costs you $2.50 per pint to produce your product (this includes packaging), what price would you charge the customer for your product?
- **Promotion** – how are you going to make the customer aware of your product? Packaging? Advertising? Sales promotions? Coupons? What would you do???

Your plan needs to consist of at least a 1 to 2 page paper and a 5 to 10 slide PowerPoint for presentation purposes. You will present your plan to the class.

**Bloom’s Levels:** Understand, Remember

**Webb’s DOK:** 1, 2

**Rubric:** To be created
Topic 4: Finance

Engaging Experience 1
Title: Review Accounting Equation & Create Transaction Accounts
Suggested Length of Time: 1 Day

Standards Addressed

Priority:
- Identify essential business functions (e.g., management, marketing, finance, accounting, human resources)
- Identify basic accounting terms

Supporting:
- Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology (ISTE 1 - Creativity and Innovation).
  - Create original works as a means of personal or group expression.
- Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others (ISTE 2 - Communication and Collaboration).
  - Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
  - Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
  - Contribute to project teams to produce original works or solve problems.

Detailed Description/Instructions: Teachers will introduce the basics of accounting and begin with the accounting equation and transaction accounts. Teachers should have the students’ record different business transactions on the whiteboard using T-accounts. The teacher will model the use of the T-accounts using their document camera.

Bloom’s Levels: Remember; Webb’s DOK: 1; Rubric: To be created
**Engaging Experience 2**

**Title:** Create a Balance Sheet  
**Suggested Length of Time:** 1 Day  
**Standards Addressed**

*Priority:*
- Identify essential business functions (e.g., management, marketing, finance, accounting, human resources)
- Identify basic accounting terms

*Supporting:*
- Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology (ISTE 1 - Creativity and Innovation).
  - Create original works as a means of personal or group expression.

**Detailed Description/Instructions:** Teachers will introduce the balance sheet and demonstrate how account balances from the transaction accounts are used. Remind students that the balance sheet is a snapshot of business finances at any particular time during the year. The teacher will model the use of the balance sheet using their document camera.

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**Engaging Experience 3**

**Title:** Create an Income Statement  
**Suggested Length of Time:** 1 Day  
**Standards Addressed**

*Priority:*
- Identify essential business functions (e.g., management, marketing, finance, accounting, human resources)
- Identify basic accounting terms

*Supporting:*
- Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology (ISTE 1 - Creativity and Innovation).
  - Create original works as a means of personal or group expression.
**Detailed Description/Instructions:** Teachers will introduce the income statement and demonstrate how account balances from the transaction accounts are used. Remind students that the income statement is an end of the month financial document used to show net income or loss. The teacher will model the use of the Income Statement using their document camera.

![Income Statement Example](image)

**Bloom’s Levels:** Remember  
**Webb’s DOK:** 1  
**Rubric:** To be created
Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Students learned the components of a business plan in unit 4 and began working in group(s) to create a business and began to identify components. They will now complete an abbreviated business plan:

- Description of your leadership style and what management functions will be utilized
- How you plan to market the product or service using the 4 P’s
- They will create a balance sheet.
- Executive Summary/conclusion that wraps everything together (this also could be an executive summary at the beginning of the plan).

When completed they will present to class using the media that works best for their business. Shark Tank episodes could be presented as examples of how to present.

Rubric for Engaging Scenario: To be created
<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Management Functions</td>
<td>The teacher will need to review the differences between the four different management functions (planning, organizing, leading, and controlling). The teacher will explain how each function is used by managers in everyday operations of a business. Read each of the following situations and determine which management function applies to each situation. The teacher may consider putting this worksheet online for students to type their answers in RED in the space provided.</td>
<td>1 Day</td>
</tr>
<tr>
<td>1</td>
<td>Styles of Leadership</td>
<td>The teacher will explain how most businesses utilize one of the three styles of leadership (democratic, autocratic, and Free-Rein). The teacher can ask the students who have jobs explain what style of leadership their employers use, and which style they think would work best for them. The teacher can provide the following assignment to students. The teacher may consider students working in partners or groups. In chapter 8 we talked about the different styles of leadership. The three we covered are Autocratic, Democratic, and Free-Rein. Demonstrate your understanding of these different styles of leadership by explaining what they are and finding businesses that represent each style. Type your findings in a 1 page, double spaced paper.</td>
<td>1 Day</td>
</tr>
<tr>
<td>2</td>
<td>Job Description &amp; Interview Questions</td>
<td>Students will develop a job description for a position of need based on the business they started in Unit 4. They will also create interview questions to be asked of someone interested in the job. The teacher should reinforce the idea of business growth, and the necessity of adding more staff. Below is an example of the prompt the teacher can present to students. As a small business owner of your new company, (think back to chapter 6) you have decided it's time to hire a new employee. You'll need to create a list</td>
<td>1 Day</td>
</tr>
<tr>
<td>3</td>
<td>Product, Price, Promotion, Place</td>
<td>The teacher needs to review the importance of the 4 P’s of marketing (Place, Price, Product, and Promotion), and the marketing functions. The teacher should have students think about how the 4 P’s will apply to the business they created in Unit 4. Students will apply the 4 P’s of marketing, and the different marketing functions to different marketing scenarios. The teacher can use the following activity with students. What are the 4 P’s of the Marketing Mix? __</td>
<td>1 Day</td>
</tr>
<tr>
<td>---</td>
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<td>---</td>
</tr>
<tr>
<td>3</td>
<td>Ben &amp; Jerry’s Marketing Project</td>
<td>Teachers will use this assignment to reinforce the 4 P’s of marketing. This assignment encourages students create something, and then apply marketing principles. Students will market a new flavor of Ben &amp; Jerry’s ice cream. They will need to use the 4 P’s of marketing and develop a presentation to demonstrate their understanding. The Assignment: To create a new flavor of ice cream for Ben and Jerry’s to help a cause/charity of your choice. 1. Generate a clever name for your new flavor. 2. Design the packaging for your new flavor. Students will use your Ben &amp; Jerry’s Ice Cream project for this activity. Using your ice cream idea, complete a plan for the “P’s” of marketing. You already have the product, but now need a plan for the additional “P’s.” You may use your notes and/or textbook if you need further explanation of the “P’s” of Marketing. • At the top right-hand corner, type your names. • Type your Title with the new name for your ice cream flavor centered at the top of your page.</td>
<td>3 Days</td>
</tr>
</tbody>
</table>
- Explain what ingredients will go into your new ice cream flavor.
- Explain the cause/charity your ice cream flavor will support
- Explain how your new flavor and packaging design corresponds to this charity.
- Explain what your cause/charity supports with its donations.

Before you start working on your plan, explain your target market for your ice cream. And please, don’t just say “People who like ice cream.”

Now, you are ready to create your marketing plan.

Make sure your plan includes:
- **Place** – where will you sell your product? Needs for distribution, storage, transportation?
- **Price** – If it costs you $2.50 per pint to produce your product (this includes packaging), what price would you charge the customer for your product?
- **Promotion** – how are you going to make the customer aware of your product? Packaging? Advertising? Sales promotions? Coupons? What would you do?????

Your plan needs to consist of at least a 1 to 2 page paper and a 5 to 10 slide powerpoint for presentation purposes. You will present your plan to the class.

| 4 | Review Accounting Equation & Create Transaction Accounts |
| 4 | Create a Balance Sheet |
| 4 | Create an Income Statement |

Teachers will introduce the basics of accounting and begin with the accounting equation and transaction accounts. Teachers should have the students’ record different business transactions on the whiteboard using T-accounts. The teacher will model the use of the T-accounts using their document camera.

Teachers will introduce the balance sheet and demonstrate how account balances from the transaction accounts are used. Remind students that the balance sheet is a snapshot of business finances at any particular time during the year. The teacher will model the use of the balance sheet using their document camera.

Teachers will introduce the income statement and demonstrate how account balances from the income statement are used.
| transaction accounts are used. Remind students that the income statement is an end of the month financial document used to show net income or loss. The teacher will model the use of the Income Statement using their document camera. |
Unit of Study Terminology

**Appendices:** All Appendices and supporting material can be found in this course’s shell course in the District’s Learning Management System.

**Assessment Leveling Guide:** A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

**Big Ideas/Enduring Understandings:** Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

**Engaging Experience:** Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

**Engaging Scenario:** This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

**Essential Questions:** Engaging, open-ended questions that teachers can use to engage students in the learning.

**Priority Standards:** What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

**Supporting Standards:** Additional standards that support the learning within the unit.

**Topic:** These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

**Unit of Study:** Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

**Unit Vocabulary:** Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.

**Symbols:**
- This symbol depicts an experience that can be used to assess a student’s 21st Century Skills using the rubric provided by the district.
- This symbol depicts an experience that integrates professional skills, the development of professional communication, and/or the use of professional mentorships in authentic classroom learning activities.