|  |  |  |
| --- | --- | --- |
| Introduction to Business | | |
| Description  Introduction to Business is a broad-based introductory course designed to give the student exploratory experiences as they relate to the world of business. Students will explore all aspects of business through problem solving, role-playing, critical thinking, and the development of projects and activities. This course will provide students the opportunity to make intelligent career decisions. Students will learn strategies that will assist them as they develop into responsible citizens, wage-earners and consumers. | | |
| Course Overview | | |
| Course Goals  Students will   * State the differences between wants and needs. * Describe how resources limit the number of wants that people and businesses can satisfy. * Demonstrate how to use the decision-making process to make the most of your resources. * Exhibit business impact on an individual and the individual impact on business. * Describe how scarcity requires individuals and nations to make decisions about resources. * Define what is shown by the GDP, unemployment rate, rate of inflation, and national debt. * Determine why ethical behavior is good for business. * Define ethics, business ethics, and social responsibility. * Identify why entrepreneurs are important to the American economy. * Identify the parts of a business plan. * Determine the rewards and challenges of being an entrepreneur. * Determine the function of business management and the overall purpose. * Identify what leadership is and explain the qualities of a good leader. * Provide examples of how technology has changed how we do business.] * Indicate the benefits and the risks of free trade. * Explain the Governments role in society. * Compare and contrast the types of banks found in the US economy. * Identify the advantages and disadvantages of using credit * Define marketing and identify the functions of marketing. * Explain advertising and the types of media that businesses use to reach potential customers. * Identify strategies for being a more effective communicator. * Be able to identify and evaluate information pertinent to decision-making. | Essential Questions   * What is the difference between a need and a want? * What are the steps in the decision making process, and which is the most important and why? * What are the essential skills of a successful entrepreneur? * How can businesses have both a positive and negative effect on the community? * Why are both good business practices and ethical behavior essential to succeed in business? * Why do businesses need to know their markets? * How do the components of media planning determine the effectiveness of advertising? * How does the marketing mix affect the success of a business? * Am I preparing myself for a career that is in demand now or a career that will be in demand in the future? | Assessments  Common Assessments   * Common Project   Skill Assessments   * Chapter tests * Projects * Group work |
| Content Outline   1. [Unit 1](#UnitI) – The Economy and You 2. [Unit 2](#UnitII) – Owning & Operating a Business –Entrepreneurship, Management and Leadership 3. [Unit 3](#UnitIII) – Global and Legal Influences on Business 4. [Unit 4](#UnitIV) - Marketing 5. [Unit 5](#UnitV) – Preparing for the Future | Standards  [National Business Educators Association](http://www.nbea.org/)  [State of Connecticut Curriculum Frameworks](http://www.sde.ct.gov/sde/cwp/view.asp?a=2618&q=320866) | |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| |  |  | | --- | --- | | **Pacing Guide** | | | 1st Semester | 2nd Semester |  |  |  |  |  |  | | --- | --- | --- | --- | --- | | Unit 1  The Economy and You  5 weeks | Unit 2  [Owning and Operating a Business (Entrepreneurship, Management and Leadership)](#UnitII)  5 weeks | Unit 3  Global and Legal Influences on Business  3 weeks | Unit 4  [Marketing](#UnitIV)  3 weeks | Unit 5  Preparing for the Future  4 weeks | |

|  |  |  |
| --- | --- | --- |
| Unit 1 - The Economy and You  Semester 1 | | |
| Standards  21st Century Skills, foundation skills, and workplace competencies.   * Communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes.   National Business Education Association (nbea.org)   * Demonstrate understanding of rational economic decision making by explaining the advantages and disadvantages of alternatives in a given situation. * Apply the decision making process to business applications and analyze possible outcomes of a decision. * Use a rational decision-making process as it applies to the roles of citizens, workers, and consumers.   Connecticut Career and Technical Education   * Business Management   + Content Standard 5 – Ethics and Social Responsibility. Examine the role of ethics and social responsibility in decision making.     - Strand 1 – Examine the role of ethics and social responsibility in decision making.   + Content Standard 9 – Industry Analysis. Analyze a business organization’s competitive position within the industry.     - Strand 1 - Analyze competition and competitive advantage. * Economics   + Content Standard 1 – Scarce Resources. The decision making process of the allocation of scarce resources.     - Strand 1 –Assess opportunity costs and trade-offs involved in making choices about how to use scarce and economic resources.   + Content Standard 2 – Economic Systems. Basic features of economic systems.     - Strand 1 – Explain why societies develop economic systems       * Identify why scarcity necessitates an economic system. * Personal Finance   + Content Standard 1 – Personal Decision Making. Apply reliable information and systematic decision making to personal financial decisions.     - Strand 1 – Use a rational decision-making process as it applies to the roles of citizens, workers, and consumers. | | |
| Unit Objectives  Students will   * State the differences between wants and needs. * Describe how resources limit the number of wants that people and businesses can satisfy. * Demonstrate how to use the decision-making process to make the most of your resources. * Exhibit business impact on an individual and the individual impact on business. * Describe how scarcity requires individuals and nations to make decisions about resources. * Define what is shown by the GDP, unemployment rate, rate of inflation, and national debt. * Determine why ethical behavior is good for business. * Define ethics, business ethics, and social responsibility. | Focus Questions   * How do businesses satisfy wants and needs? * What is scarcity and how does it affect your daily life? * How do you make decisions about how you will use your resources? * How might the economic cycle impact business decisions? * How can businesses adapt to the highs and lows of the economy? * Why may innovation play an important role in the recovery stage of the business cycle? * What ways can a business fulfill its social responsibilities? * What are some of the biggest social issues facing business today? * How do individuals impact the business and vice-versa? | Assessment   * Tests * Projects * Quizzes |
| Skill Objectives  Students will   * Examine the various roles of individuals; analyze influences of individuals on business and the economy. * Be able to work as a productive member of a team or group. * Relate the significance of competition in business. * Compare and contrast basic economic terms. * Distinguish between ethical and unethical business practices. * Apply communication skills to a business presentation. | | |
| Technology Resources   * Computers * Software: word processing, spreadsheet, presentation * Internet | Suggested Materials/Resources   * Textbook * Current Events * Technology | |

|  |  |  |
| --- | --- | --- |
| Unit 2 – Owning and Operating a Business – Entrepreneurship, Management and Leadership  Semester 1 -2 | | |
| Standards  21st Century Skills, foundation skills, and workplace competencies.   * Communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes.   National Business Education Association (nbea.org)   * Entrepreneurs and Entrepreneurial Opportunities. Recognize that entrepreneurs possess unique characteristics and evaluate the degree to which once possess those characteristics.   + A. Characteristics of an entrepreneur.     - Level 3 Performance Expectations.       * Analyze the degree to which one possesses the characteristics of an entrepreneur.       * Analyze the personal advantages and disadvantages of owning a business.       * Describe the paths to becoming an entrepreneur.     - Level 4 Performance Expectations.       * Assess one’s personal qualifications to become an entrepreneur.       * Examine how outside influences play an important role in the choice of paths an entrepreneur chooses.   + B. Role of the entrepreneur in business.     - Level 4 Performance Expectations.       * Explain the importance of entrepreneurship as a choice in a market economy. * Apply the decision making process to business applications and analyze possible outcomes of a decision. * Business Plan.   + Level 3 Performance Expectations     - Identify the information to be included in each component of a business plan.     - Identify sources of information to be included in the business plan.   + Level 4 Performance Expectations     - Recognize that a business plan is an on-going process and should be often revisited and updated.   Connecticut Career and Technical Education   * Entrepreneurship.   + Content Standard 1 – Entrepreneurship Profession. Recognize characteristics of an entrepreneur; determine opportunities and problem recognition and pursuit.     - Strand 1 – Recognize that entrepreneurs possess unique characteristics and evaluate the degree to which one possess those characteristics. * Business Management.   + Content Standard 1 – Business Management Functions. Analyze the management functions and their implementation and integration within the business environment.     - Strand 3 - Analyze the leading/directing function.   + Content Standard 3 – Business Organization. Analyze the organization of a business.     - Strand 2 – Management Levels. | | |
| Unit Objectives  Students will   * Identify why entrepreneurs are important to the American economy. * Identify the parts of a business plan. * Determine the rewards and challenges of being an entrepreneur. * Identify possible forms of financing your business. * Determine the function of business management and the overall purpose. * Identify different styles of leadership and scenarios in which each would be effective. * Identify what leadership is and explain the qualities of a good leader. * Provide examples of how technology has changed how we do business. | Focus Question   * What personal characteristics can help a person to be a successful entrepreneur and why? * How has technology impacted business in how we define it and conduct it? * List some questions to consider before starting a business. * Why is it important to have a business plan? * What are the pros and cons of the different financing options for a business? * Discuss the four functions of management * What are the advantages and disadvantages for each style of leadership? * Why is there more to leading than giving orders? * Identify and describe someone you believe is a good leader. | Assessments   * Tests * Projects * Quizzes |
| Skill Objectives  Students will   * Evaluate entrepreneur concepts. * Identify opportunities within a market place. * Analyze the various functions of business operations. * Explore career opportunities in Business Management * Identify and use leadership skills in a variety of individual and group work situations. * Research future trends in the workplace related to technology. * Role play in various leadership and managerial scenarios. | | |
| Technology Resources   * Computers * Software: word processing, spreadsheet, presentation * Internet | Suggested Materials/Resources   * Textbook * Current Events * Technology | |

|  |  |  |
| --- | --- | --- |
| Unit 3 – Global and Legal Influences on Business  Semester 2 | | |
| Standards  21st Century Skills, foundation skills, and workplace competencies.   * Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.   National Business Education Association (nbea.org)   * Demonstrate understanding of rational economic decision making by explaining the advantages and disadvantages of alternatives in a given situation. * Describe how income and spending patterns change throughout the life cycle for the typical person and family. * Describe the advantages and disadvantages of various savings and investing plans.   Connecticut Career and Technical Education   * Economics   + Content Standard 6 – U.S. Government. The role of the U.S. government in an economic system.     - Strand 1 – Analyze the role of government in economic systems, especially the role of government in the U.S. economy. | | |
| Unit Objectives  Students will   * Indicate the benefits and the risks of free trade. * Explain the Governments role in society * Relate the impact of international business on the U.S. economy. * Explain how the government can stimulate or restrict economic activities. * Identify how intellectual property is protected. * Identify government agencies that exist to protect citizens and businesses. | Focus Questions   * Explain why the world has become a global economy. * Why should people and countries specialize in producing goods and services? * Compare and contrast the pros and cons of free trade. * How does Government regulate business? * Who benefits and does not benefit from free trade? * How does the government allocate resources? * Why does the government provide protection to intellectual property? * What is the process for applying for a trademark, patent or copyright? | Assessments   * Tests * Projects * Quizzes |
| Skill Objectives  Students will   * Analyze the significance of interdependence in world trade. * Explain the importance of money management * Distinguish ways taxes impact decisions made by individuals, businesses, and government. * Identify the key characteristics and areas of government spending. | | |
| Technology Resources   * Computers * Software: word processing, spreadsheets, presentation * Internet | Suggested Materials/Resources   * Textbook * Current Events * Technology | |

|  |  |  |
| --- | --- | --- |
| Unit 4 – Marketing  Semester 2 | | |
| Standards  21st Century Skills, foundation skills, and workplace competencies.   * Use real- world digital and other research tools to access, evaluate and effectively apply information appropriate for authentic tasks.   National Business Education Association (nbea.org)   * Describe the factors that influence customer-business relationships * Identify the elements of the Marketing Mix: Product, Price, Place, and Promotion   Connecticut Career and Technical Education   * Marketing.   + C. Understand concepts and strategies utilized to determine and target marketing strategies to a select audience.     - 17. Explain the concept of market and market identification.     - 18. Explain the concept of marketing strategies. | | |
| Unit Objectives  Students will   * Define marketing and identify the functions of marketing. * Explain advertising and the types of media that businesses use to reach potential customers. * Determine the importance of market segmentation. * Identify the types of advertising media used in marketing a product or service. * Explain the effectiveness of advertising and advertising media. | Focus Question   * What are the elements in a marketing mix? * What are some tools used by market researchers? * Why do companies advertise? * How do companies determine how to allocate their advertising budget? * What are the different ways in which a market can be segmented? * What are some types of media used by businesses to advertise? * What are the questions advertisers must address in media planning? | Assessments   * Tests * Projects * Quizzes |
| Skill Objectives  Students will   * Explain components of the marketing mix * Differentiate between different types of advertising media. * Explain how markets can be segmented. * Evaluate effectiveness of marketing advertisements. * Be able to go through the media planning process for a business. * Be able to provide examples of how technology has changed how we do business. | | |
| Technology Resources   * Computers * Software: word processing, spreadsheets, presentation * Internet | Suggested Materials/Resources   * Textbook * Current Events * Technology | |

|  |  |  |
| --- | --- | --- |
| Unit 5 – Planning for the Future  Semester 2 | | |
| Standards  21st Century Skills, foundation skills, and workplace competencies.   * Use real- world digital and other research tools to access, evaluate and effectively apply information appropriate for authentic tasks.   National Business Education Association (nbea.org)   * Describe the factors that influence customer-business relationships. * Relate the importance of life-long learning to career success.   Connecticut Career and Technical Education   * Personal Finance   + Content Standard 4 Saving and Investing. Implement a diversified investment strategy that is compatible with personal goals.     - Evaluate savings and investment options to meet short- and long-term goals.   + Content Standard 6 – Banking and Financial Institutions. Banking services are an integral part of managing and organizing financial transactions.     - Evaluate services provided by financial deposits institutions to transfer funds. | | |
| Unit Objectives  Students will   * Compare and contrast the types of banks found in the US economy. * Identify the advantages and disadvantages of using credit versus debit. * Discuss the importance of career planning. * Identify resources where you can learn about careers. * Discuss the importance of understanding employers’ wants and needs. * Discuss criteria used by employers in the hiring process. * Explain strategies for being a responsible wage-earning consumer in society. * Identify the difference between a salary and disposable income. | Focus Question   * Why is it important to set a budget? * Why are college students so prone to getting into debt? * Why is it important to take care of your credit rating? * What are my strengths, weaknesses, skills and abilities, and how might they impact careers that I’m interested in? * Why is it important to identify employer’s wants and needs. * Where does the money that is taken out of my paycheck go? * Why is it important to set long-term goals for myself? * What do I want out of my future, and what can I do now to help get me there? | Assessments   * Tests * Projects * Quizzes |
| Skill Objectives  Students will   * Discuss technological advances and their impact on business. * Evaluate how credit can be used as a tool for financial well-being. * Identify ways to prepare for a career, and the resources available. * Conduct a self-evaluation on strengths, weaknesses, natural abilities and skills. | | |
| Technology Resources   * Computers * Software: word processing, spreadsheets, presentation * Internet | Suggested Materials/Resources   * Textbook * Current Events * Technology | |