

Intro to Business 1 CTE Curriculum



Bristol Public Schools
Office of Teaching & Learning

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| Department | Career and Technical Education (CTE) |
| Department Philosophy | Bristol schools believe in providing students with rich opportunities to ensure career and college readiness. These opportunities include development of skills, practices, and exploration within several career clusters and pathways. Each CTE curriculum enables students to acquire and strengthen leadership, literacy, numeracy, decision-making, computer skills, and technology skills through 11 career clusters and pathways: (1) architecture and construction, (2) business management, (3) education and training, (4) finance, (5) health science, (6) hospitality and tourism, (7) information technology, (8) manufacturing, (9) marketing, (10) transportation, distribution and logistics, and (11) STEM. Each career cluster provides students with access to hand-on experiences that will allow for students development of skills that will support successful transition to their post secondary experiences. |
| Course | Introduction to Business 1 |
| Course Description for Program of Studies | This is a basic business course designed to familiarize students with a variety of topics in the field of business. Students will gather a basic understanding of general business, economics, management, marketing, business law, and accounting and finance. Overall, the course gives students a broad exposure to business operations and a solid background for additional business courses. |
| Grade Level | 9-10 |
| Pre-requisites | N/A |
| Credit (if applicable) | 0.5 |

[Unit 1: Economics](#)

[Unit 2: Management](#)

[Unit 3: Business Law](#)

[Unit 4: Marketing](#)

[Unit 5: Accounting & Finance](#)

UNIT 1: Economics

At the completion of this unit, students will have a basic understanding of what economics is, the laws of supply/demand and how to measure an economy.

UNWRAPPED STANDARDS

| MBA Research CTE Standard | Performance Elements | Key Concepts/Big Ideas | Academic Vocabulary |
|---|---|--|--|
| Understands the economic principles and concepts fundamental to business operations | Understand fundamental economic concepts to obtain a foundation for employment in business. | <p>Explain the concept of economic resources (EC:003, LAP-EC-014) (CS)</p> <p>Describe the concepts of economics and economic activities (EC:001, LAP-EC-006) (CS)</p> <p>Determine economic utilities created by business activities (EC:004, LAP-EC-013) (CS)</p> <p>Explain the principles of supply and demand (EC:005, LAP-EC-011) (CS)</p> | <p>Goods</p> <p>Services</p> <p>Wants</p> <p>Needs</p> <p>Scarcity</p> <p>Economics</p> <p>Equilibrium</p> <p>Supply</p> <p>Demand</p> |
| Understands the economic principles and concepts fundamental to business operations | Understand the nature of business to show its contributions to society. | <p>Explain the role of business in society (EC:070, LAP-EC-070) (CS)</p> <p>Describe types of business models (EC:138) (SP)</p> <p>Describe factors that affect the business environment (EC:105, LAP-EC-105) (SP)</p> <p>Explain how organizations adapt to today's markets (EC:107, LAP-EC-107) (SP)</p> | <p>Business</p> <p>Consumers</p> <p>Factors of Production</p> <p>Inflation</p> <p>Deflation</p> <p>Depression</p> <p>Recession</p> <p>Recovery</p> <p>Prosperity</p> <p>Unemployment</p> |
| Understands the economic principles and concepts fundamental to business operations | Understand economic systems to be able to recognize the environments in which businesses function. | <p>Explain the types of economic systems (EC:007, LAP-EC-017) (CS)</p> <p>Identify factors affecting a business's profit (EC:010, LAP-EC-002) (CS)</p> <p>Explain the concept of competition (EC:012, LAP-EC-008) (CS)</p> | <p>Competition</p> <p>Profit</p> <p>Market Economy</p> <p>Command Economy</p> <p>Mixed Economy</p> <p>Business Cycle</p> |
| Understands the economic principles and concepts fundamental to business operations | Acquire knowledge of the impact of government on business activities to make informed economic decisions. | Determine the relationship between government and business (EC:008, LAP-EC-016) (CS) | <p>Capital</p> <p>Inflation</p> <p>GDP</p> |

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| | | Discuss the supply and demand for money (EC:096) (MN) Explain the role of the Federal Reserve System (EC:097) (MN) | Standard of Living Debt Deflation Depression Recession Recovery Prosperity Unemployment |
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UNIT 1: ESSENTIAL QUESTIONS

- How do different types of economies compare (what to produce, how to produce, for whom to produce)?
- Why study economics?
- What are the advantages and disadvantages of the different economies?
- What role do governments and consumers play in the economic cycle?

| CTE Standard | Learning Targets: I can | Summative Assessment Strategy | Lesson Progression and Connection to ELA/Math CCSS | Common Learning Experiences and Assessments | | | | | | | | |
|--|---|--|---|---|--|---|--|-----------------|--|-----------------|--|--|
| Fundamentals Economics | <ul style="list-style-type: none"> • I can determine the difference between wants and needs. • I can identify how economic activity is measured and list the four phases of a business cycle. | <table border="1"> <tr> <td>x</td> <td>Selected Response (SR)</td> </tr> <tr> <td>x</td> <td>Constructed Response (CR)</td> </tr> <tr> <td></td> <td>Performance (P)</td> </tr> <tr> <td></td> <td>Observation (O)</td> </tr> </table> | x | Selected Response (SR) | x | Constructed Response (CR) | | Performance (P) | | Observation (O) | <p>Lesson Progression and Standards Connection:</p> <ul style="list-style-type: none"> • <i>Each of the above standards should be found throughout the unit sequences.</i> | <p>Mandatory Lessons/Activities:</p> <ul style="list-style-type: none"> • Create a supply and demand curve. • Interpret a chart of statistics to identify trends and current state of an economy. |
| x | Selected Response (SR) | | | | | | | | | | | |
| x | Constructed Response (CR) | | | | | | | | | | | |
| | Performance (P) | | | | | | | | | | | |
| | Observation (O) | | | | | | | | | | | |
| Pacing: | 3 Blocks | | <p>CCSS Connections:</p> <ul style="list-style-type: none"> • 9-10.RH.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies. | <p>Assessments:</p> <ul style="list-style-type: none"> • Summative Quiz | | | | | | | | |
| Nature of Business | <ul style="list-style-type: none"> • I can explain the four factors of production and the role of scarcity in decision-making. • I can explain how banks “create” money and earn profits. | <table border="1"> <tr> <td>x</td> <td>Selected Response (SR)</td> </tr> <tr> <td>x</td> <td>Constructed Response (CR)</td> </tr> <tr> <td></td> <td>Performance (P)</td> </tr> <tr> <td></td> <td>Observation (O)</td> </tr> </table> | x | Selected Response (SR) | x | Constructed Response (CR) | | Performance (P) | | Observation (O) | <p>Lesson Progression and Standards Connection:</p> <ul style="list-style-type: none"> • | <p>Mandatory Lessons/Activities:</p> <ul style="list-style-type: none"> • Class Discussion • Research the causes of inflation and the impact on the economy. |
| x | Selected Response (SR) | | | | | | | | | | | |
| x | Constructed Response (CR) | | | | | | | | | | | |
| | Performance (P) | | | | | | | | | | | |
| | Observation (O) | | | | | | | | | | | |
| Pacing: | 2 Blocks | | <p>CCSS Connections:</p> <ul style="list-style-type: none"> • 9-10.RH.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies. | <p>Assessments:</p> <ul style="list-style-type: none"> • Summative Quiz | | | | | | | | |
| Economic Systems | <ul style="list-style-type: none"> • I can compare/contrast the three types of economic systems. | <table border="1"> <tr> <td></td> <td>Selected Response</td> </tr> </table> | | Selected Response | <p>Lesson Progression and Standards Connection:</p> <ul style="list-style-type: none"> • | <p>Mandatory Lessons/Activities:</p> <ul style="list-style-type: none"> • Using a graphic organizer or a table, compare the 3 types of economic systems | | | | | | |
| | Selected Response | | | | | | | | | | | |

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|----------------------------|---|---|--|--|---|----------------------|--|-------------|---|--|--|--|
| | | <table border="1"> <tr><td></td><td>Constructed Response</td></tr> <tr><td>x</td><td>Performance (P)</td></tr> <tr><td></td><td>Observation</td></tr> </table> | | Constructed Response | x | Performance (P) | | Observation | | <ul style="list-style-type: none"> Research countries that align with each economic system. | | |
| | Constructed Response | | | | | | | | | | | |
| x | Performance (P) | | | | | | | | | | | |
| | Observation | | | | | | | | | | | |
| Pacing: | 3 Blocks | | CCSS Connections: <ul style="list-style-type: none"> 9-10.RH.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies. | Assessments: <ul style="list-style-type: none"> Summative Quiz | | | | | | | | |
| Government | <ul style="list-style-type: none"> I can understand the roles of government and consumers in an economic system. | <table border="1"> <tr><td></td><td>Selected Response</td></tr> <tr><td></td><td>Constructed Response</td></tr> <tr><td></td><td>Performance</td></tr> <tr><td>x</td><td>Observation</td></tr> </table> | | Selected Response | | Constructed Response | | Performance | x | Observation | Lesson Progression and Standards Connection: <ul style="list-style-type: none"> | Mandatory Lessons/Activities: <ul style="list-style-type: none"> Outline outside influences on a business and their impact on the business. Analyze the effects of government regulations on different business situations. |
| | Selected Response | | | | | | | | | | | |
| | Constructed Response | | | | | | | | | | | |
| | Performance | | | | | | | | | | | |
| x | Observation | | | | | | | | | | | |
| Pacing: | 3 Blocks | | CCSS Connections: <ul style="list-style-type: none"> 9-10.RH.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies. | Assessments: <ul style="list-style-type: none"> Summative Quiz | | | | | | | | |

ADDITIONAL CONSIDERATIONS

| COMMON MISCONCEPTIONS | PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT | ADVANCED STANDARDS FOR STUDENTS WHO HAVE DEMONSTRATED PRIOR MASTERY | OPPORTUNITIES FOR STUDENT-DIRECTED LEARNING WITHIN THE UNIT |
|---|--|--|---|
| Businesses have free-rein in the United States. | This will be the first time they are seeing this content due to the introductory level of this course. | Compare the economy of the United States with that of another country. | Student choice in topics to research |

RESOURCES

Textbook - TBD

UNIT 2: Management

At the completion of this unit, students will have a basic understanding of the ways a business can be owned, organized and operated.

UNWRAPPED STANDARDS

| MBA Research CTE Standard | Performance Elements | Key Concepts/Big Ideas | Academic Vocabulary |
|--|--|--|---|
| Understands tools, techniques, and systems that affect a business's ability to plan, control, and organize an organization/department | Recognize management's role to understand its contribution to business success | Explain management theories and their applications (SM:030) (MN) Explain motivation theories and their applications (SM:080) (MN) | Planning Organizing Staffing Directing Management Plan Organizational Chart Departmentalization Management Levels Motivation Inspiration |
| Understands business's responsibility to know, abide by, and enforce laws and regulations that affect business operations and transactions | Apply knowledge of business ownership to establish and continue business operations. | Explain types of business ownership (BL:003, LAP-BL-001) (CS) | Sole Proprietorship Unlimited Liability Partnership LLC Corporation Stock Franchise NonProfit Cooperative Producer Processor Manufacturers Wholesaler Retailer |
| Understands techniques, strategies, and systems used to foster self-understanding and enhance relationships with others | Employ leadership skills to achieve workplace objectives. | Explain the concept of leadership (EI:009, LAP-EI-016) (CS) Explain the nature of ethical leadership (EI:131, LAP-EI-131) (CS) | Leadership Human Resources Integrity Autocratic Democratic Free-reign Teams |

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| | | | Delegate |
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UNIT 2: ESSENTIAL QUESTIONS

- What is the most effective form of business ownership?
- What roles do managers play?
- How do “teams” help businesses run smoothly?
- Why do leadership styles vary?

| CTE Standard | Learning Targets: I can | Summative Assessment Strategy | Lesson Progression and Connection to ELA/Math CCSS | Common Learning Experiences and Assessments | | | | | | | | |
|------------------------------------|--|---|---|---|--|--|---|-----------------|--|-----------------|--|---|
| Management Role | <ul style="list-style-type: none"> ● I can explain the four functions of management. ● I can identify the differences in various management structures. ● I can name the necessary skills for effective management. | <table border="1" style="width: 100%;"> <tr> <td style="text-align: center;">x</td> <td style="text-align: center;">Selected Response (SR)</td> </tr> <tr> <td style="text-align: center;">x</td> <td style="text-align: center;">Constructed Response (CR)</td> </tr> <tr> <td></td> <td style="text-align: center;">Performance (P)</td> </tr> <tr> <td></td> <td style="text-align: center;">Observation (O)</td> </tr> </table> | x | Selected Response (SR) | x | Constructed Response (CR) | | Performance (P) | | Observation (O) | <p>Lesson Progression and Standards Connection:</p> <ul style="list-style-type: none"> ● <i>Each of the above standards should be found throughout the unit sequences.</i> | <p>Mandatory Lessons/Activities:</p> <ul style="list-style-type: none"> ● Analyze various ethical/management dilemmas by using problem-solving methods ● Create a chart symbolizing the roles of managers and their importance |
| x | Selected Response (SR) | | | | | | | | | | | |
| x | Constructed Response (CR) | | | | | | | | | | | |
| | Performance (P) | | | | | | | | | | | |
| | Observation (O) | | | | | | | | | | | |
| Pacing: | 3 Blocks | | <p>CCSS Connections:</p> <ul style="list-style-type: none"> ● 9-10.RH.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies. | <p>Assessments:</p> <ul style="list-style-type: none"> ● Summative Quiz | | | | | | | | |
| Business Ownership | <ul style="list-style-type: none"> ● I can identify the differences in the major forms of business organizations and ownership. | <table border="1" style="width: 100%;"> <tr> <td></td> <td style="text-align: center;">Selected Response (SR)</td> </tr> <tr> <td style="text-align: center;">x</td> <td style="text-align: center;">Constructed Response (CR)</td> </tr> <tr> <td style="text-align: center;">x</td> <td style="text-align: center;">Performance (P)</td> </tr> <tr> <td></td> <td style="text-align: center;">Observation (O)</td> </tr> </table> | | Selected Response (SR) | x | Constructed Response (CR) | x | Performance (P) | | Observation (O) | <p>Lesson Progression and Standards Connection:</p> <ul style="list-style-type: none"> ● | <p>Mandatory Lessons/Activities:</p> <ul style="list-style-type: none"> ● Identify local, national, and international businesses that align with different categories of ownership. |
| | Selected Response (SR) | | | | | | | | | | | |
| x | Constructed Response (CR) | | | | | | | | | | | |
| x | Performance (P) | | | | | | | | | | | |
| | Observation (O) | | | | | | | | | | | |
| Pacing: | 2 Blocks | | <p>CCSS Connections:</p> <ul style="list-style-type: none"> ● 9-10.RH.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies. | <p>Assessments:</p> <ul style="list-style-type: none"> ● Summative Quiz | | | | | | | | |
| Leadership | <ul style="list-style-type: none"> ● I can describe the qualities of a leader. ● I can identify the main types of leadership styles. | <table border="1" style="width: 100%;"> <tr> <td></td> <td style="text-align: center;">Selected Response</td> </tr> </table> | | Selected Response | <p>Lesson Progression and Standards Connection:</p> <ul style="list-style-type: none"> ● | <p>Mandatory Lessons/Activities:</p> <ul style="list-style-type: none"> ● Perform self-analysis of personal leadership qualities ● Create an organizational chart | | | | | | |
| | Selected Response | | | | | | | | | | | |

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|----------------|----------------------|---|--|--|---|-----------------|--|-------------|--|---|
| | | <table border="1"> <tr> <td></td> <td>Constructed Response</td> </tr> <tr> <td>x</td> <td>Performance (P)</td> </tr> <tr> <td></td> <td>Observation</td> </tr> </table> | | Constructed Response | x | Performance (P) | | Observation | | <ul style="list-style-type: none"> ● Outline current trends in management and leadership within the business world |
| | Constructed Response | | | | | | | | | |
| x | Performance (P) | | | | | | | | | |
| | Observation | | | | | | | | | |
| Pacing: | 3 Blocks | | CCSS Connections: <ul style="list-style-type: none"> ● 9-10.RH.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies. | Assessments: <ul style="list-style-type: none"> ● Summative Quiz ● Reflection on Own Leadership Style | | | | | | |

ADDITIONAL CONSIDERATIONS

| COMMON MISCONCEPTIONS | PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT | ADVANCED STANDARDS FOR STUDENTS WHO HAVE DEMONSTRATED PRIOR MASTERY | OPPORTUNITIES FOR STUDENT-DIRECTED LEARNING WITHIN THE UNIT |
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| Everyone is fit to be a leader. Being a leader is easy. | This will be the first time they are seeing this content due to the introductory level of this course. | Research leadership styles of successful and unsuccessful business owners. | Self-assessment and reflection of personal leadership qualities. |

RESOURCES

TBD - Textbook
Leadership Style Self-Assessment
Ethical/Management Dilemmas

UNIT 3: Business Law

At the completion of this unit, students will have a basic understanding of where laws come from, what constitutes a crime and the basic components of a contract.

UNWRAPPED STANDARDS

| MBA Research CTE Standard | Performance Elements | Key Concepts/Big Ideas | Academic Vocabulary |
|--|---|---|---|
| Understands business's responsibility to know, abide by, and enforce laws and regulations that affect business | Acquire foundational knowledge of business laws and regulations to understand their nature and scope. | Comply with the spirit and intent of laws and regulations (BL:163, LAP-BL-163) (CS) | Civil Law Criminal Law Common Law |

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| operations and transactions | | Discuss the nature of law and sources of law in the United States (BL:067) (SP) Describe the United States' judicial system (BL:068) (SP) Describe methods used to protect intellectual property (BL:051) (SP) | Crime Statute Ordinance Constitution Antitrust Consideration Trademark Patent Copyright |
| Understands business's responsibility to know, abide by, and enforce laws and regulations that affect business operations and transactions | Understand the civil foundations of the legal environment of business to demonstrate knowledge of contracts. | Describe the nature of legally binding contracts (BL:002) (SP) | Tort Genuine Agreement |
| Understands business's responsibility to know, abide by, and enforce laws and regulations that affect business operations and transactions | Acquire foundational knowledge of the legal environment in which businesses operate to protect the company's well-being. | Describe factors affecting the settlement of legal matters (BL:159) (SP) Describe the litigation process (BL:160) (SP) Discuss the arbitration/mediation process (BL:161) (SP) | Settlement Litigation Arbitration Mediation Procedural Law |

UNIT 3: ESSENTIAL QUESTIONS

- What are laws and why do we have them?
- How does a contract differ from an agreement?
- What are the basic requirements, rights, and responsibilities when entering into a contract?
- What is the difference between civil law and criminal law?
- What are the types of business related crimes?

| CTE Standard | Learning Targets: I can | Summative Assessment Strategy | Lesson Progression and Connection to ELA/Math CCSS | Common Learning Experiences and Assessments | | | | | | | | |
|---|---|---|---|--|---|---------------------------|---|-----------------|--|-----------------|--|--|
| Foundation al Law Knowledge | <ul style="list-style-type: none"> ● I can identify the difference between civil and criminal law. ● I can explain the sources of laws and how the legal system evolved in our society. ● I can compare/contrast patents, trademarks, copyrights. ● I can explain the role of government agencies in our legal system. ● I can identify the elements of a crime. | <table border="1" style="width: 100%;"> <tr> <td style="text-align: center;">x</td> <td style="text-align: center;">Selected Response (SR)</td> </tr> <tr> <td style="text-align: center;">x</td> <td style="text-align: center;">Constructed Response (CR)</td> </tr> <tr> <td></td> <td style="text-align: center;">Performance (P)</td> </tr> <tr> <td></td> <td style="text-align: center;">Observation (O)</td> </tr> </table> | x | Selected Response (SR) | x | Constructed Response (CR) | | Performance (P) | | Observation (O) | <p>Lesson Progression and Standards Connection:</p> <ul style="list-style-type: none"> ● <i>Each of the above standards should be found throughout the unit sequences.</i> | <p>Mandatory Lessons/Activities:</p> <ul style="list-style-type: none"> ● Research a government agency and show their role in our legal system. ● Compare and Contrast Civil and Criminal Law ● Explain the process of obtaining a patent/copyright/trademark. |
| x | Selected Response (SR) | | | | | | | | | | | |
| x | Constructed Response (CR) | | | | | | | | | | | |
| | Performance (P) | | | | | | | | | | | |
| | Observation (O) | | | | | | | | | | | |
| Pacing: | 5 Blocks | | <p>CCSS Connections:</p> <ul style="list-style-type: none"> ● 9-10.RH.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies. | <p>Assessments:</p> <ul style="list-style-type: none"> ● Summative Quiz | | | | | | | | |
| Contracts | <ul style="list-style-type: none"> ● I can understand the key elements of a contract. | <table border="1" style="width: 100%;"> <tr> <td></td> <td style="text-align: center;">Selected Response (SR)</td> </tr> <tr> <td style="text-align: center;">x</td> <td style="text-align: center;">Constructed Response (CR)</td> </tr> <tr> <td style="text-align: center;">x</td> <td style="text-align: center;">Performance (P)</td> </tr> <tr> <td></td> <td style="text-align: center;">Observation (O)</td> </tr> </table> | | Selected Response (SR) | x | Constructed Response (CR) | x | Performance (P) | | Observation (O) | <p>Lesson Progression and Standards Connection:</p> <ul style="list-style-type: none"> ● | <p>Mandatory Lessons/Activities:</p> <ul style="list-style-type: none"> ● Review elements of a contract. ● Discuss Rights and Responsibilities when entering into a contract. |
| | Selected Response (SR) | | | | | | | | | | | |
| x | Constructed Response (CR) | | | | | | | | | | | |
| x | Performance (P) | | | | | | | | | | | |
| | Observation (O) | | | | | | | | | | | |
| Pacing: | 2 Blocks | | <p>CCSS Connections:</p> <ul style="list-style-type: none"> ● 9-10.RH.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies. | <p>Assessments:</p> <ul style="list-style-type: none"> ● Create a contract between self and parent/guardian. | | | | | | | | |

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| Business' Well-Being | <ul style="list-style-type: none"> I can explain the difference between arbitration and mediation. I can describe the litigation process. | <table border="1"> <tr> <td>x</td> <td>Selected Response</td> </tr> <tr> <td>x</td> <td>Constructed Response</td> </tr> <tr> <td>x</td> <td>Performance (P)</td> </tr> <tr> <td></td> <td>Observation</td> </tr> </table> | x | Selected Response | x | Constructed Response | x | Performance (P) | | Observation | Lesson Progression and Standards Connection: <ul style="list-style-type: none"> | Mandatory Lessons/Activities: <ul style="list-style-type: none"> Class Discussion Outline key issues in business disputes |
| x | Selected Response | | | | | | | | | | | |
| x | Constructed Response | | | | | | | | | | | |
| x | Performance (P) | | | | | | | | | | | |
| | Observation | | | | | | | | | | | |
| Pacing: | 2 Blocks | | CCSS Connections: <ul style="list-style-type: none"> 9-10.RH.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies. | Assessments: <ul style="list-style-type: none"> Research a key issue in business and produce a deliverable | | | | | | | | |

ADDITIONAL CONSIDERATIONS

| COMMON MISCONCEPTIONS | PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT | ADVANCED STANDARDS FOR STUDENTS WHO HAVE DEMONSTRATED PRIOR MASTERY | OPPORTUNITIES FOR STUDENT-DIRECTED LEARNING WITHIN THE UNIT |
|---|--|---|---|
| All laws are the same between individuals and businesses. | This will be the first time they are seeing this content due to the introductory level of this course. | Write a law for the classroom providing justification. | Develop a contract between student and parent about an issue of their choice. |

RESOURCES

Textbook - TBD

Unit 4: Marketing

At the completion of this unit, students will have a basic understanding of what marketing is and the ways to reach a target market.

UNWRAPPED STANDARDS

| MBA Research CTE Standard | Performance Elements | Key Concepts/Big Ideas | Academic Vocabulary |
|--|---|--|--------------------------------------|
| Understands the tools, techniques, and systems that businesses use to create exchanges and satisfy | Understand marketing's role and function in business to facilitate economic exchanges with customers. | Explain marketing and its importance in a global economy (MK:001, LAP-MK-004) (CS) | Target Market Market Marketing |

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| organizational objectives | | Describe marketing functions and related activities (MK:002, LAP-MK-001) (CS) | Break Even Point Wholesaler Demographics Marketing Mix Direct Distribution Indirect Distribution Retailer Marketing Concept Channel of Distribution Market Research Relationship Marketing Advertising Sales Approach |
|---------------------------|--|---|---|

UNIT 4: ESSENTIAL QUESTIONS

- How is Marketing used in a business?
- What are the most effective ways to reach a target market?
- Why is marketing important in our global economy?
- How do marketing strategies impact individuals, business, and society?

| CTE Standard | Learning Targets: I can | Summative Assessment Strategy | Lesson Progression and Connection to ELA/Math CCSS | Common Learning Experiences and Assessments | | | | | | | | |
|---------------------------|---|--|---|--|--|---------------------------|---|-----------------|---|-----------------|--|---|
| Marketing | <ul style="list-style-type: none"> ● I can explain how marketing is used in a business. ● I can identify and describe the 4 P's of marketing. ● I can determine the most effective ways to reach a specific target market. ● I can explain the importance of marketing in the global economy. | <table border="1" style="width: 100%;"> <tr> <td style="width: 20px;"></td> <td style="text-align: center;">Selected Response (SR)</td> </tr> <tr> <td></td> <td style="text-align: center;">Constructed Response (CR)</td> </tr> <tr> <td style="text-align: center;">x</td> <td style="text-align: center;">Performance (P)</td> </tr> <tr> <td style="text-align: center;">x</td> <td style="text-align: center;">Observation (O)</td> </tr> </table> | | Selected Response (SR) | | Constructed Response (CR) | x | Performance (P) | x | Observation (O) | <p>Lesson Progression and Standards Connection:</p> <ul style="list-style-type: none"> ● <i>Each of the above standards should be found throughout the unit sequences.</i> | <p>Mandatory Lessons/Activities:</p> <ul style="list-style-type: none"> ● Evaluation of the 4 P's and their impact on the economy and marketing ● Identify the functions of marketing ● Evaluate advertisements to determine target markets |
| | Selected Response (SR) | | | | | | | | | | | |
| | Constructed Response (CR) | | | | | | | | | | | |
| x | Performance (P) | | | | | | | | | | | |
| x | Observation (O) | | | | | | | | | | | |
| Pacing: | 5 Blocks | | <p>CCSS Connections:</p> <ul style="list-style-type: none"> ● 9-10.RH.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies. | <p>Assessments:</p> <ul style="list-style-type: none"> ● Create an advertisement for a specific target market using the 4 P's. | | | | | | | | |

ADDITIONAL CONSIDERATIONS

| COMMON MISCONCEPTIONS | PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT | ADVANCED STANDARDS FOR STUDENTS WHO HAVE DEMONSTRATED PRIOR MASTERY | OPPORTUNITIES FOR STUDENT-DIRECTED LEARNING WITHIN THE UNIT |
|---|--|---|---|
| Advertisements are meant for everyone. Marketing is only sales. Marketing is the same across the world. The global economy is not impacted by marketing. | This will be the first time they are seeing this content due to the introductory level of this course. | Create an advertisement to a market of their choosing. | Student choice with advertisement creation. |

RESOURCES

UNIT 5: Accounting & Finance

At the completion of this unit, students will have a basic understanding of what is the purpose of accounting, the time value of money and various components of loans.

UNWRAPPED STANDARDS

| MBA Research | Performance Elements | Key Concepts/Big Ideas | Academic Vocabulary |
|--|--|---|---|
| Understands tools, strategies, and systems used to maintain, monitor, control, and plan the use of financial resources | Acquire a foundational knowledge of accounting to understand its nature and scope. | Describe the need for financial information (FI:579, LAP-FI-579) (CS) Explain the concept of accounting (FI:085, LAP-FI-085) (CS) | Accounting Assets Liabilities Accounting equation Financial accounting Managerial accounting Revenue Expenses Capital Variable costs |
| Understands tools, strategies, and systems used to maintain, monitor, control, and plan the use of financial resources | Implement accounting procedures to track money flow and to determine financial status. | Describe the nature of cash flow statements (FI:091, LAP-FI-091) (SP) Prepare cash flow statements (FI:092) (MN) Explain the nature of balance sheets (FI:093, LAP-FI-093) (SP) Describe the nature of income statements (FI:094, LAP-FI-094) (SP) | Balance sheet Financial statement Income statement Statement of cash flows Statement of owner's equity Auditor Net income |
| Understands tools, strategies, and systems used to maintain, monitor, control, and plan the use of financial resources | Acquire a foundational knowledge of finance to understand its nature and scope. | Explain the role of finance in business (FI:354, LAP-FI-354) (CS) Discuss the role of ethics in finance (FI:355, LAP-FI-355) (SP) | Stakeholders Securities Rule of 72 |
| Understands tools, strategies, and | Manage financial resources to ensure solvency. | Describe the nature of budgets (FI:106, | Budgeting |

| | | | |
|---|--|---|---|
| systems used to maintain, monitor, control, and plan the use of financial resources | | LAP-FI-106) (SP) Interpret financial statements (FI:102) (MN) | Creditors Amortization Interest Compounding Principal |
|---|--|---|---|

UNIT 5: ESSENTIAL QUESTIONS

- What is accounting?
- Who uses financial information?
- What is the time value of money (what does it cost, how does it grow?)
- What are the components of a loan?

| CTE Standard | Learning Targets: I can | Summative Assessment Strategy | Lesson Progression and Connection to ELA/Math CCSS | Common Learning Experiences and Assessments | | | | | | | | |
|--|---|--|---|--|---|---------------------------|---|--|---|-----------------|--|--|
| Foundation al Accounting Knowledge | <ul style="list-style-type: none"> ● I can explain the role of accounting in business. | <table border="1" style="width: 100%;"> <tr> <td style="text-align: center;">x</td> <td>Selected Response (SR)</td> </tr> <tr> <td style="text-align: center;">x</td> <td>Constructed Response (CR)</td> </tr> </table> | x | Selected Response (SR) | x | Constructed Response (CR) | <p>Lesson Progression and Standards Connection:</p> <ul style="list-style-type: none"> ● <i>Each of the above standards should be found throughout the unit sequences.</i> | <p>Mandatory Lessons/Activities:</p> <ul style="list-style-type: none"> ● Sort Accounts into Assets, Liabilities, and Equity ● Participation in Classroom Discussion ● | | | | |
| x | Selected Response (SR) | | | | | | | | | | | |
| x | Constructed Response (CR) | | | | | | | | | | | |
| Pacing: | 1 Block | <table border="1" style="width: 100%;"> <tr> <td></td> <td>Performance (P)</td> </tr> <tr> <td></td> <td>Observation (O)</td> </tr> </table> | | Performance (P) | | Observation (O) | <p>CCSS Connections:</p> <ul style="list-style-type: none"> ● 9-10.RH.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies. | <p>Assessments:</p> <ul style="list-style-type: none"> ● Summative Quiz | | | | |
| | Performance (P) | | | | | | | | | | | |
| | Observation (O) | | | | | | | | | | | |
| Accounting Procedures | <ul style="list-style-type: none"> ● I can interpret financial statements. | <table border="1" style="width: 100%;"> <tr> <td></td> <td>Selected Response (SR)</td> </tr> <tr> <td style="text-align: center;">x</td> <td>Constructed Response (CR)</td> </tr> <tr> <td style="text-align: center;">x</td> <td>Performance (P)</td> </tr> <tr> <td style="text-align: center;">x</td> <td>Observation (O)</td> </tr> </table> | | Selected Response (SR) | x | Constructed Response (CR) | x | Performance (P) | x | Observation (O) | <p>Lesson Progression and Standards Connection:</p> <ul style="list-style-type: none"> ● | <p>Mandatory Lessons/Activities:</p> <ul style="list-style-type: none"> ● Review various financial statements ● Interpret financial statements ● Summarize findings of financial statements ● Determine the viability of a business based on the information in the financial statements. |
| | Selected Response (SR) | | | | | | | | | | | |
| x | Constructed Response (CR) | | | | | | | | | | | |
| x | Performance (P) | | | | | | | | | | | |
| x | Observation (O) | | | | | | | | | | | |
| Pacing: | 3 Blocks | | <p>CCSS Connections:</p> <ul style="list-style-type: none"> ● 9-10.RH.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies. | <p>Assessments:</p> <ul style="list-style-type: none"> ● Performance Task: Interpret and Summarize findings of financial statements. | | | | | | | | |
| Foundation | <ul style="list-style-type: none"> ● I can determine the purpose of | | <p>Lesson Progression and Standards Connection:</p> | <p>Mandatory Lessons/Activities:</p> | | | | | | | | |

| | | | | | | | | | | | | |
|--------------------------------------|--|--|--|--|---|----------------------|---|-----------------|---|-------------|---|---|
| al Finance Knowledge | financial information in the operation of a business. | <table border="1"> <tr><td>x</td><td>Selected Response</td></tr> <tr><td>x</td><td>Constructed Response</td></tr> <tr><td></td><td>Performance (P)</td></tr> <tr><td></td><td>Observation</td></tr> </table> | x | Selected Response | x | Constructed Response | | Performance (P) | | Observation | <ul style="list-style-type: none"> • | <ul style="list-style-type: none"> • Participation in Class Discussion • Share with class and demonstrate various online calculators to compare/contrast loans and savings plans. |
| x | Selected Response | | | | | | | | | | | |
| x | Constructed Response | | | | | | | | | | | |
| | Performance (P) | | | | | | | | | | | |
| | Observation | | | | | | | | | | | |
| Pacing: | 1 Block | | CCSS Connections: <ul style="list-style-type: none"> • 9-10.RH.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies. | Assessments: <ul style="list-style-type: none"> • Summative Quiz | | | | | | | | |
| Financial Resources | <ul style="list-style-type: none"> • I can evaluate factors that determine the affordability of a loan. • I can calculate interest for loans and investments | <table border="1"> <tr><td></td><td>Selected Response</td></tr> <tr><td>x</td><td>Constructed Response</td></tr> <tr><td>x</td><td>Performance</td></tr> <tr><td>x</td><td>Observation</td></tr> </table> | | Selected Response | x | Constructed Response | x | Performance | x | Observation | Lesson Progression and Standards Connection: <ul style="list-style-type: none"> • | Mandatory Lessons/Activities: <ul style="list-style-type: none"> • Use online calculators to compare/contrast loans and savings plans • Calculate interest for loans and investments |
| | Selected Response | | | | | | | | | | | |
| x | Constructed Response | | | | | | | | | | | |
| x | Performance | | | | | | | | | | | |
| x | Observation | | | | | | | | | | | |
| Pacing: | 3 Blocks | | CCSS Connections: <ul style="list-style-type: none"> • 9-10.RH.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies. | Assessments: <ul style="list-style-type: none"> • Performance Quiz | | | | | | | | |

ADDITIONAL CONSIDERATIONS

| COMMON MISCONCEPTIONS | PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT | ADVANCED STANDARDS FOR STUDENTS WHO HAVE DEMONSTRATED PRIOR MASTERY | OPPORTUNITIES FOR STUDENT-DIRECTED LEARNING WITHIN THE UNIT |
|--|--|---|--|
| Businesses always have money. Businesses always make money. | This will be the first time they are seeing this content due to the introductory level of this course. | Create financial statements using Google Sheets/Microsoft Excel | Students can work in pairs to complete performance activities. |

RESOURCES

TBD - Textbook
Online Loan Calculators

Google Sheets or Microsoft Excel