High School Course Description for Introduction to Business

Course Title: Introduction to Business	**Curricular Area:** Career Technical Education
Course Number:	**Length:** One year
Grade Level: 9 - 12	**Prerequisites: None**
Meets a UC a-g Requirement: yes	**Meets NCAA Requirement:** yes no
Meets High School Graduation Requirement for: Elective Credit; Computer Literacy Graduation Credit; VAPA Credit	

Course Description

This course provides students with an opportunity to learn and develop . . .

Topics will include:
Economic Concepts
Business Leadership and Careers
Financial Institutions and Financial Management
Technology in the 21St Century
E-Commerce and Social Media
Human Resources and Risk Management
Global Market Place
Business Ethics, Sustainability3, and Social Responsibility
Personal Finance/Consumer Rights
Career Planning in a Global Economy
Entrepreneurship

Upon completion of this course, students will have developed basic business skills to carry into their personal lives and career area. This course also meets the Computer Literacy Graduation Requirement.

Alignment

This course is aligned to the California Common Core Standards of Business and Finance Pathway, Marketing, Sales, and Services Pathway, and Information Support and Services Pathway, as well as Industry Sectors and College Career Readiness Standards.

Standard 1.0 Academics
Standard 2.0 Communications
Standard 3.0 Career Planning and Management
Standard 4.0 Technology
Standard 5.0 Problem Solving and Critical Thinking
Standard 6.0 Health and Safety

Standard 7.0 Responsibility and Flexibility
Standard 8.0 Ethics and Legal Responsibilities
Standard 9.0 Leadership and Teamwork
Standard 10.0 Technical Knowledge and Skills
Standard 11.0 Demonstration and Application

Instructional Materials

Required Textbook(s)

Introduction to Business, Brown, B., and Clow, J. Glencoe, Copyright 2008, ISBN 978-0-07-877694-6

Supplemental Materials

101 Dynamite Questions To Ask At Your Job Interview, Fein, R., Impact Publications, Copyright 2000, ISBN 1-57023-144-3

The Job Hunting Handbook, Author: Dahlstrom & Co., Dahlstrom & Co., Copyright 2000

Stoctracker: A Stock Market Software Simulation; Dalton, L., Patton, M., Patton, W.; Glencoe; Copyright 1995; ISBN 0-02-823082-5

Getting a Job Process Kit, Zedlitz, R., South-Western, Copyright 1998, ISBN 0-538-67900-X

Ethics in American Life, Goree, K., South-Western, Copyright 1996, ISBN 0-538-63489-8

Economic Experiences, Day, H. and Dieterle, D., South-Western, Copyright 1990, ISBN 0-538-60291-0

Teenagers Preparing for the Real World, Foster, C., South-Western, Copyright 1999, ISBN 0-538-68787-8

Speaking for Success, Miculka, Jean, South-Western, Copyright 1999, ISBN 0-538-68655-3

Skills for Consumer Success, Donnelly, M., South-Western, Copyright 1999, ISBN 0-538-68612-X

Mirror Mirror Incorporated: An International Office Simulation Ristau, R. and Kruzel, S., South-Western, Copyright 1994, ISBN 0-538-62384-5

What Investing Is All About, Barnes, J., South-Western, Copyright 1990, ISBN 0-538-70091-2

Security First Bank: A Banking Customer Simulation, Sargent, P. and Ward, M., South-Western, Copyright 2002, ISBN 0-538-43187-3

Complete Business Plan, Adams, B., Adams Media Corporation, Copyright 1998, ISBN 1-55850-845-7

Teamwork and Teamplay: Games & Activities For Building & Training Teams, Thiagarajan, S. and Parker, G., Jossey-Bass Pfeiffer, Copyright 1999, ISBN 0-7879-4791-1.

The Big Book of Team Building Games, Newstrom, J. and Scannell, E., McGraw-Hill, Copyright 1998, ISBN 0-07-046513-4

Web Sites

http://www.deca.org National DECA Website

http://www.cadeca.org California DECA Website

http://www.knowledgematters.org Virtual Business Challenge Website

http://www.bused.org California Business Education Research Consortium

http://www.cabused.org California Business Education Project

http://www.nationalmea.org National Marketing Education Association

http://www.bridges.com Career Exploration

http://factfinder.census.gov/servlet/BasicFactsServlet U.S. Census Bureau

http://www.sba.gov/index.html Small Business Administration

http://www.irs.gov/individuals/display/0,,i1=1&genericId=15548,00.html Tax Interactive

http://www.irs.gov Internal Revenue Service

http://www.ftb.ca.gov/ Franchise Tax Board (CA

Software

Virtual Business-Retailing Version 2.0.6, Knowledge Matters, Inc., Copyright 2004

Virtual Business-Management Version 1.01, Knowledge Matter Inc., Copyright 2002

Exit Criteria

Activities	Percentage
Daily Work, Classwork, Class Participation, Homework	35%
Project-Based Assignments and Presentations, Mastery Checkpoints, Assessment.....	45 %
Final Examination.....	20%
Total:	100%

Development Team

This Course of Study was developed by Jamie Megee and Liz Callaham.

UNIT PLANS

Fall, Semester 1

UNIT 1:	Economic Concepts	Weeks 1-3
UNIT 2:	Business Leadership and Careers	Weeks 4-6
UNIT 3	Financial Institutions and Financial Management	Weeks 7-8
UNIT 4:	Technology in the 21st Century	Weeks 9-10
UNIT 5:	Marketing	Weeks 11-15
UNIT 6:	Human Resources and Risk Management	Weeks 16–18

Spring, Semester 2

UNIT 7:	Global Market Place	Weeks 19-21
UNIT 8:	Business Ethics, Sustainability, and Social Responsibility	Weeks 22-23
UNIT 9:	Personal Finance and Consumer Rights	Weeks 24-28
UNIT 10:	Career Planning in a Global Economy/Entrepreneurship	Weeks 29-32

SEMESTER 1

UNIT 1 – ECONOMIC CONCEPTS

Chapters 1, 2, 3
Weeks 1 - 3

OVERVIEW
This unit enables students to learn about economic concepts and how it affects every day life: • Scarcity • The 4 Factors of Production • Economic Systems Students will identify the types of economic measurements and explain the 4 phases of the business cycle.

UNIT OBJECTIVES TO BE ASSESSED
• Summarize how resources limit the number of wants people and business can satisfy • Evaluate how profit and competition motivate business • Illustrate what factors of production were involved in creating a product you select • Compare and contrast the economic indicators • Explore the four stages of the business cycle in selected businesses

BIG IDEAS/ ESSENTIAL UNDERSTANDING	ESSENTIAL/GUIDING QUESTIONS
• Business impacts you and you impact business • Scarcity of renewable and nonrenewable resources requires individuals, businesses, and nations to make decisions about using resources. • Use of economic indicators helps us to understand the current health and viability of our economy and the global economy.	• How do resources limit the number of wants people and business can satisfy? • How does scarcity require individuals, businesses, and nations to make decisions about resources? • How do individuals, businesses, and government influence the economy?

CONCEPTS (Students will know)	**SKILLS (Students will be able to do)**
• How resources limit the ability to satisfy wants and needs • Making the most of your resources by using the "decision-making process" • The Factors of Production • The Business Cycle Model • The significance of competition for resources in a global market place • The economic indicators measure how much a country is producing, whether its economy is growing, and how it compares to other countries	• State the differences between wants and needs • Describe how resources limit the number of wants people and businesses can satisfy • Explain how to use the decision-=making process to make the most of your resources • Explain how profit and competition motivate businesses • Explain how business impacts consumers and how they impact business • Explain how scarcity requires individuals and nations to make decision about resources • Describe the four factors of production • Describe the three basic economic questions each country must answer in order to make decisions about using their resources • Describe what is shown by GDP, unemployment rate, rate of inflation, and national debt

KEY ASSIGNMENTS

- Outside reading of business and technology-related resources
- Explore and analyze outside reading resources that connect with topics and themes of core text
- Cornell Notes
- Graphic Organizers
- Quick Writes
- Digital Notebook
- Power Points and Projects; Presentations

UNIT ASSESSMENT:

Students will select a company listed on the New York Stock Exchange. The student will identify the factors of production used within the company's industry, along with illustrating the company's historic business cycle on a timeline and identifying their specific competition.

TEXTS

Introduction to Business, Brown, B., and Clow, J. Glencoe, Copyright 2008, ISBN 978-0-07-877694-6

ACADEMIC VOCABULARY	CONTENT-SPECIFIC VOCABULARY
Determine	Wants
Identify	Needs
Consider	Goods
Evaluate	Services
Analyze	Resources
Respond	Business
Affect	Profit
Modify	Competition
Factors	Market research
Processed	Consumer
Labor	Scarcity
Individuals	Factors of production
Relationship	Natural resources
Interact	Labor resources
Observed	Capital resources
Control	Entrepreneurial resources
Shifts	Entrepreneurship

Emphasis Sum Period Enormous Policy Purchase Decline	Entrepreneur Economics Economic system Market economy Price Supply Demand Equilibrium price Command economy Mixed economy Gross Domestic Product (GDP) Standard of living Inflation Deflation Budget deficit National debt Budget surplus Business cycle Prosperity Recession Depression Recovery

Pacing Guide for Introduction to Business

PRIORITY STANDARDS	SUPPORTING STANDARDS
Business and Finance A4.0 Marketing, Sales, and Services A2.0	Business and Finance A4.1 Marketing, Sales, and Services A2.1 A2.2

INSTRUCTIONAL STRATEGIES/INSTRUCTIONAL APPROACH/LEARNING EXPERIENCES

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- Direct instruction, lecture, and modeling
- Guided and independent practice
- Audio/video/digital supplements and instructional aids
- Preteaching vocabulary
- Reading logs or journals
- Whole-class and small-group collaborative discussions/panels
- Think/pair/share
- Socratic Seminar
- Independent reading
- Small group work
- Oral presentations (individual, partner, and group) with visual and digital aids
- Graphic organizers, advanced organizers, and response frames
- Evidence gathering and research
- Quick Writes
- Self and peer editing

SEMESTER 1

UNIT 2 – BUSINESS LEADERSHIP AND CAREERS

Chapters 7, 8, 20
Weeks 4-6

OVERVIEW
This unit enables students to identify and differentiate the qualities of a leader, the leadership styles, and the functions of management. The students will have an understanding of the importance of good communication skills. Students will explore self-awareness in preparing for career readiness through online self assessments addressing their individual: ability, skill, aptitude, and personality.

UNIT OBJECTIVES TO BE ASSESSED
• Compare and differentiate management styles, functions, and structures • Synthesize personal skills, attributes, ability and personality; identify careers, field, and personal options

BIG IDEAS/ ESSENTIAL UNDERSTANDING	ESSENTIAL/GUIDING QUESTIONS
• Students will gain self awareness • Students will recognize their personal attributes and through self awareness, they will be able to identify and analyze careers that match. • Students will recognize that leadership qualities can be acquired, developed, and advanced through experience, knowledge, and involvement. • The functions and skills of management and the differences between management structures.	• What personal attributes have been identified through the online assessments • What careers match the student's skills, aptitudes, ability, and personality • How to develop leadership skills and advance them • What management skills and functions of management align with student's identified skills, aptitudes, abilities, and personality

Pacing Guide for Introduction to Business

CONCEPTS (Students will know)	SKILLS (Students will be able to do)
• Introduction to business leadership and the working world • The functions and skills of management • Career assessment and self awareness	• Describe the overall purpose of management • Discuss the four functions of management • Identify the differences between management structures • Name six skills necessary for effective management • Define leadership • Describe the qualities of a leader • Name at least three ways in which an individual can develop leadership skills/resiliency • Identify and describe the autocratic, democratic, and free rein leadership styles • Describe the self-managed team approach and the two ways in which such an approach is organized • Give examples of how technology has changed jobs in business • Explain why doing business on the internet has become a major factor in many industries

Pacing Guide for Introduction to Business

KEY ASSIGNMENTS

- Outside reading of business and technology-related resources
- Explore and analyze outside reading resources that connect with topics and themes of core text
- Cornell Notes
- Graphic Organizers
- Quick Writes
- Digital Notebook
- Power Points and Projects; Presentations
- Interview an individual in management or an entrepreneur to find out how he/she aspired to his/her current position. State details from each step he/she took in pursuing his/her career; prepare and give a a presentation to the class.

UNIT ASSESSMENT:

Students will devise and present a career plan based on their personal assessment and insight gained throughout the unit

TEXTS

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ACADEMIC VOCABULARY	CONTENT-SPECIFIC VOCABULARY
Vision	Leadership
Trends	Initiative
Conflict	Human relations
Technique	Integrity
Inclined	Autocratic leadership
Role	Democratic leadership
Approach	Free-rein leadership
Theory	Delegating
Pursuing	Self-managed teams
Overseas	Fulltime job
Via	Job
Adaptable	Occupation
Series	Career
Internal	Interests

Challenging Ultimate	Values Skill Ability Aptitude Personality Networking Job shadowing Internship Volunteerism Entry level job outsourcing

Pacing Guide for Introduction to Business

PRIORITY STANDARDS	SUPPORTING STANDARDS
Business and Finance A1.0 A2.0 A3.0 Marketing, Sales, and Services C2.0	Business and Finance A1.1 A2.1 A3.1 A3.2 Marketing, Sales, and Services C2.1 C2.2 C2.3

INSTRUCTIONAL STRATEGIES/INSTRUCTIONAL APPROACH/LEARNING EXPERIENCES

- Direct instruction, lecture, and modeling
- Guided and independent practice
- Audio/video/digital supplements and instructional aids
- Preteaching vocabulary
- Reading logs or journals
- Whole-class and small-group collaborative discussions/panels
- Think/pair/share
- Socratic Seminar
- Independent reading
- Small group work
- Oral presentations (individual, partner, and group) with visual and digital aids
- Graphic organizers, advanced organizers, and response frames
- Evidence gathering and research
- Quick Writes
- Self and peer editing

SEMESTER 1

UNIT 3 - FINANCIAL INSTITUTIONS AND FINANCIAL MANAGEMENT

Chapters 12, 17.1
Weeks 7 - 8

OVERVIEW
This unit enables students to understand: money functions as a standard of value, the functions of financial institutions and the Federal Reserve, the purpose of financial management and a financial plan (budget).
UNIT OBJECTIVES TO BE ASSESSED
• Summarize the components, purpose and benefits of a financial plan (budget) • Compare and contrast the purpose and the standard of value of money globally • Illustrate the relationship between financial institutions and the Federal Reserve

BIG IDEAS/ ESSENTIAL UNDERSTANDING	**ESSENTIAL/GUIDING QUESTIONS**
• The purpose of a financial plan (budget) • The monetary system and the purpose and the standard of value of money • Types of financial institutions and functions of the Federal Reserve	• Identify reasons for creating a financial plan • Explain what a budget is and how it is used • What are major advantages and disadvantage for using a monetary system over bartering in buying goods and services • Compare and contrast various financial institutions • Describe the major functions of the Federal Reserve System
CONCEPTS (Students will know)	**SKILLS (Students will be able to do)**
• The purpose and functions of a financial plan (budget) • The concepts of the monetary systems • The functions and the relationships of financial institutions and the Federal Reserve System	• Describe the functions and characteristics of money • Discuss three main functions of a financial institutions • Compare and contrast three types of a financial institutions that are found in our economy • Explain the major functions of the Federal Reserve System in the U.S. • Explain what a budget is and how it is used • Identify the reasons for creating a financial plan

KEY ASSIGNMENTS

- Outside reading of business and technology-related resources
- Cornell Notes
- Graphic Organizers
- Quick Writes
- Digital Notebook
- Power Points and Projects; Presentations
- Budget software; online interest tools/apps, such as, compound interest and mortgage calculators
- CAcareerzone.com

UNIT ASSESSMENT:

- Create and defend a personal budget for a year
- Select and defend a financial institution of your choice that you would choose; provide vehicle loan rates (new and used), CD rates (5 and 10 year) – along with incentives

TEXTS

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ACADEMIC VOCABULARY	CONTENT-SPECIFIC VOCABULARY
Acquire	Money
Stable	Monetary system
Primary	Financial institution
Secure	Bank account
Granted	Deposit
Bonds	Withdrawal
Monitors	Interest
Flexible	Electronic funds transfer (EFT)
Project	Direct deposit
Expand	Collateral
Require	Mortgage
Predict	Safe-deposit box
Converted	Commercial banks
Generate	Savings and loan associations
Release	Credit unions

formulas	Mortgage companies Finance companies Insurance companies Brokerage firms Federal Reserve System Reserves Financial plan Capital Financial forecast Budget

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PRIORITY STANDARDS	SUPPORTING STANDARDS
Business and Finance B1.0 B5.0 B8.0 B9.0 Marketing, Sales, and Services	Business and Finance B1.1 B1.5 B5.1 B8.1 B8.2 B8.3 B9.1 Marketing, Sales, and Services

INSTRUCTIONAL STRATEGIES/INSTRUCTIONAL APPROACH/LEARNING EXPERIENCES

- Direct instruction, lecture, and modeling
- Guided and independent practice
- Audio/video/digital supplements and instructional aids
- Preteaching vocabulary
- Reading logs or journals
- Whole-class and small-group collaborative discussions/panels
- Think/pair/share
- Socratic Seminar
- Independent reading
- Small group work
- Oral presentations (individual, partner, and group) with visual and digital aids
- Graphic organizers, advanced organizers, and response frames
- Evidence gathering and research
- Quick Writes
- Self and peer editing

SEMESTER 1

UNIT 4 - TECHNOLOGY IN THE 21ST CENTURY

Chapters 9, 18, 19
Weeks 9 - 10

OVERVIEW
This unit enables students to learn about how technology influences business: • E-Work Force • E-Commerce • The Importance of Virtual Business • Multichannel retailer • Internet Ethics, privacy issues, and identity theft • Business software and application exploration

UNIT OBJECTIVES TO BE ASSESSED
• Summarize Identify Theft prevention • Explore internet ethics and the 21st century applications • Explore and evaluate various business software • Illustrate and summarize how business has been influenced by E-Commerce, the E-Work Force, and virtual business

BIG IDEAS/ ESSENTIAL UNDERSTANDING	ESSENTIAL/GUIDING QUESTIONS
• Technology has changed the way people do business. • Technological inventions have created new products, new markets and new jobs. • The importance of virtual business in our U.S. and global economy. • Internet ethics and privacy issues are crucial components of doing business.	• How have technological advances changed and influenced business and our personal lives. • How does virtual business help promote business exposure, and success and what are the pros and cons to having a virtual business. • How does a business practice internet ethics and protect privacy and information.

Pacing Guide for Introduction to Business

CONCEPTS (Students will know)	SKILLS (Students will be able to do)
• How technology influences business • The importance of virtual business • Internet ethics, privacy issues, and identify theft • Business software and applications exploration for today's global economy	• Describe how technological inventions have an effect on business • Analyze how a specific business has grown and changed with the entrance to virtual business • Compare and contrast various business software and applications

KEY ASSIGNMENTS

- Outside reading of business and technology-related resources
- Explore and analyze outside reading resources that connect with topics and themes of core text
- Cornell Notes
- Graphic Organizers
- Quick Writes
- Digital Notebook
- Power Points and Projects; Presentations
- MS Excel

UNIT ASSESSMENT:

Design a virtual business concept and provide policies and procedures that apply to internet ethics, privacy, and identity theft

TEXTS

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ACADEMIC VOCABULARY	CONTENT-SPECIFIC VOCABULARY
Technology	E-Work Force
Edit	E-Commerce
Images	Digital workflow
Authors	Start-up
Transports	E-Tail
Methods	Multi-channel retailer Brick-and-
Rely	mortar Clicks-and-mortar
Fee	E-Ticket
Transmit	Information technology (IT)
Automatic	Telecommunications
Simulate	Telecommuting
Visual	Wearable computer
Guidelines	Computer-aided design (CAD)
Authorized	Virtual reality
Reject	Internet
Insert	World Wide Web
Linked	Web Browser
Quotes	Search engine
Elements	Intranet
Random	Extranet
Creating	Hacker
Incorporate	Cookies
Schedules	Virus
Facilitate	Computer
	Ergonomics
	E-Learning
	Hardware
	Random access memory (RAM)
	Software

	Operating system World processing Spreadsheet Database management Presentation program Desktop publishing

PRIORITY STANDARDS	**SUPPORTING STANDARDS**
Business and Finance A7.0 C5.0 Marketing, Sales, and Services Information Support and Services A1.0 A2.0 A3.0 A5.0	Business and Finance A7.2 A7.3 A7.4 A7.5 C5.1 C5.2 Marketing, Sales, and Services Information Support Services A1.1 A2.2 A3.1 A3.2 A3.5 A5.1

INSTRUCTIONAL STRATEGIES/INSTRUCTIONAL APPROACH/LEARNING EXPERIENCES

- Direct instruction, lecture, and modeling
- Guided and independent practice
- Audio/video/digital supplements and instructional aids
- Preteaching vocabulary
- Reading logs or journals
- Whole-class and small-group collaborative discussions/panels
- Think/pair/share
- Socratic Seminar
- Independent reading
- Small group work
- Oral presentations (individual, partner, and group) with visual and digital aids
- Graphic organizers, advanced organizers, and response frames
- Evidence gathering and research
- Quick Writes
- Self and peer editing

SEMESTER 1

UNIT 5 - MARKETING

Chapters 13, 14, 22, 23, 24
Weeks 11-15

OVERVIEW
This unit enables students to learn about: • The functions of marketing • The steps to develop a new product or service • Identifying types of marketing media businesses use to reach potential customers • Consumer choices, rights, and responsibilities • Consumer Protection Laws

UNIT OBJECTIVES TO BE ASSESSED
• Define and explain the functions of Marketing • Illustrate the stages of product development • Evaluate the effectiveness of various types of medial forms for specific industries • Compare and contrast consumer rights and responsibilities • Examine consumer protection laws

BIG IDEAS/ ESSENTIAL UNDERSTANDING	ESSENTIAL/GUIDING QUESTIONS
• The function of marketing • Define all aspects that are a part of marketing • The steps to develop a new product and service • Businesses research ways to reach potential customers by various media forms • Consumers have choices, rights, and responsibilities to consider before making a buying decisions • Consumer Protection Laws work to protect, inform and defend consumers	• How do the functions of marketing reach the consumer • What is the reason behind the steps of product development • How does the advertisement and media influence the potential consumer • How do the consumer rights, responsibilities, and consumer protection laws affect the consumers' potential purchase and decisions

CONCEPTS (Students will know)	**SKILLS (Students will be able to do)**
• The functions of marketing • The steps in developing a new product • The role of medial in promoting products and services • Consumer rights and responsibilities affect and influence consumer decisions • Consumer Protection Laws work to protect, inform and defend consumers	• Define marketing • Identify the functions of marketing • List the elements of the marketing mix • Describe the kinds of market research a company may use • Identify the steps in developing a new product • Define advertising • List types of media that businesses use to reach potential customers • Define and indicate three factors that affect the interest that is paid • Name different groups in our economy who use credit • Identify three advantages and disadvantages of using credit • Name the places where you can get credit, and list three different types of credit cards • Explain how to develop a credit history • Name five factors to think about when deciding which credit card to secure • Define the three factors that creditors consider when granting a person credit • Explain one major difference between credit cards, installment loans, and mortgages • Indicate at least three ways to maintain a good credit rating • Discuss state and federal regulations of credit • Describe federal laws that protect consumers

	• Identify sources of credit fraud and precautions to prevent it • Discuss ways to repair credit problems

KEY ASSIGNMENTS

- Outside reading of business and technology-related resources
- Explore and analyze outside reading resources that connect with topics and themes of core text
- Cornell Notes
- Graphic Organizers
- Quick Writes
- Digital Notebook
- Power Points and Projects; Presentations
- MS Excel

UNIT ASSESSMENT:

Create and present a product or service using the steps to develop a new product. Identify the target market and marketing mix, all media promotion forms, and how this product/service will benefit the consumer; include a logo design.

TEXTS

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ACADEMIC VOCABULARY	CONTENT-SPECIFIC VOCABULARY
Genders	Market
Physical	Marketing
Located	Relationship marketing
Aware	Marketing mix
Survey	Channel of distribution
Potential	Direct distribution
Strategy	Indirect distribution
Crucial	Break-even point
Media	Market research
Communicate	Marketing concept
Unique	Demographics
Transit	Target marketing
Medium	Market segmentation
Display	Test-market
Prime	Advertising
Network	Mass media

Disposes	Infomercial
Priority	Direct-mail advertising
Version	Pop=up ads
Bulk	Banner ads
Convince	Webcast
Publications	Media planning
Label	Advertising agency
Document	Ad campaign
Accurate	Audience
Devices	Impression
Resolved	Frequency
Scenario	Cost per thousand (CPM)
Adjust	Prime time
Manuals	Consumer
Contact	Brand name
Adequate	Generic products
Behalf	Comparison Shopping
Panels	Promotional Sale
Supplements	Clearance sale
Assurance	Loss Leaders
Justify	Impulse Buying
Guarantee	Warranty
Reveal	Consumer rights
Community	Consumer movement
	Product liability
	Bait and switch
	Pollution
	Conservation
	Recycling
	Boycott
	Consumer advocates
	Grade labels
	Recall
	Legal monopoly
	Licenses
	Price discrimination
	Warranty
	Express warranty
	Full warranty
	Limited warranty
	Better Business Bureau (BBB)

Pacing Guide for Introduction to Business

PRIORITY STANDARDS	SUPPORTING STANDARDS
Business and Finance A7.0 B5.0 Marketing, Sales, and Services A1.0 A5.0 A7.0 A8.0 C9.0	Business and Finance A7.3 B5.1 Marketing, Sales, and Services A1.6 A5.2 A5.5 A7.1 A7.2 A7.6 A8.2 C9.1

INSTRUCTIONAL STRATEGIES/INSTRUCTIONAL APPROACH/LEARNING EXPERIENCES

- Direct instruction, lecture, and modeling
- Guided and independent practice
- Audio/video/digital supplements and instructional aids
- Preteaching vocabulary
- Reading logs or journals
- Whole-class and small-group collaborative discussions/panels
- Think/pair/share
- Socratic Seminar
- Independent reading
- Small group work
- Oral presentations (individual, partner, and group) with visual and digital aids
- Graphic organizers, advanced organizers, and response frames
- Evidence gathering and research
- Quick Writes
- Self and peer editing

SEMESTER 1

UNIT 6 – HUMAN RESOURCES AND RISK MANAGEMENT

Chapters 15
Weeks 16-18

OVERVIEW
This unit enables students to learn about human resources management and how companies attract and reward good employees. Students will identify responsibilities of the Human Resource Manager.

UNIT OBJECTIVES TO BE ASSESSED
• Identify the functions, goals, and activities of Human Resource Management and each organizational level, including the background and reference processes of the applicant

BIG IDEAS/ ESSENTIAL UNDERSTANDING	ESSENTIAL/GUIDING QUESTIONS
• Human Resources is the process of finding, selecting, training, and evaluating employees • Recruitment means actively looking for qualified people to fill a job	• What is the role of Human Resource Management in a business • Identify what a Human Resource Manager should consider about finding, selecting, training, and evaluating employees

CONCEPTS (Students will know)	SKILLS (Students will be able to do)
• Human Resources • Meeting Staffing Needs • Considering job applicants • Developing, training, and retaining employees	• Diagram how Human Resource functions within a business; identify each organizational level • State the investigative steps utilized to complete a full applicant background review; illustrate potential implications of social media use and personal financial history (FICO Score)

Pacing Guide for Introduction to Business

KEY ASSIGNMENTS

- Outside reading of business and technology-related resources
- Explore and analyze outside reading resources that connect with topics and themes of core text
- Cornell Notes
- Graphic Organizers
- Quick Writes
- Digital Notebook
- Power Points and Projects; Presentations

UNIT ASSESSMENT:

Use graphic presentation software to outline the steps Human Resource Managers take to fill a position OR to outline how social media use and personal financial history (FICO Score) affects the job applicant process

TEXTS

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ACADEMIC VOCABULARY	CONTENT-SPECIFIC VOCABULARY
Temporary	Human resources
Fund	Human resources management
Summary	Job description
Comments	Compensation
Demonstrates	Wage
Relaxed	Salary
Complement	Benefits
Technical	Recruitment
	Background check
	Reference
	Orientation
	On-the-job training
	Group training
	Performance appraisal
	Promotion
	Transfer separation
	Turnover

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PRIORITY STANDARDS	SUPPORTING STANDARDS
Business and Finance A3.0 Marketing, Sales, and Services C.11	Business and Finance A3.1 A3.2 Marketing, Sales, and Services C11.1

INSTRUCTIONAL STRATEGIES/INSTRUCTIONAL APPROACH/LEARNING EXPERIENCES

- Direct instruction, lecture, and modeling
- Guided and independent practice
- Audio/video/digital supplements and instructional aids
- Preteaching vocabulary
- Reading logs or journals
- Whole-class and small-group collaborative discussions/panels
- Think/pair/share
- Socratic Seminar
- Independent reading
- Small group work
- Oral presentations (individual, partner, and group) with visual and digital aids
- Graphic organizers, advanced organizers, and response frames
- Evidence gathering and research
- Quick Writes
- Self and peer editing

SEMESTER 2

UNIT 7- GLOBAL MARKET PLACE

Chapters 9, 10, 11, 16
Weeks 19-21

OVERVIEW
The students will learn: • The effect of culture in doing business globally and how corporate cultures differ among businesses • Why the world has become a global economy • Why people and countries specialize in producing goods and services • Free trade and its implications • How government at each level regulates business • How government can stimulate or restrict economic activities • Technology influences global business through E-Commerce
UNIT OBJECTIVES TO BE ASSESSED
• Examine the effect of culture on doing business globally • Compare and contrast corporate culture among different businesses • Analyze the benefits of free trade • Support and validate why the world is now a global economy with countries specializing in producing goals and services • Illustrate how global business has been influenced by E-Commerce and virtual business

BIG IDEAS/ ESSENTIAL UNDERSTANDING	ESSENTIAL/GUIDING QUESTIONS
• Government's roles foster success in the economies globally, by creating rules and regulations that organizations and consumers must follow • The different levels of governmental laws and regulations cover various aspects of the economy, such as competition and the production process • The global market place has increased because more countries specialize and offer their goods and services to other countries • Technology has changed the way countries do business globally • The importance of virtual business in the global economy	• How does culture affect business globally • How do corporate cultures differ among businesses • Why is the world becoming a global economy and why are people in countries specializing in producing goods and services • What are the implications of free trade • Identify the levels of government's roles in regulating business • How have technological advances influenced global business

Pacing Guide for Introduction to Business

CONCEPTS (Students will know)	SKILLS (Students will be able to do)
• Global Economy • Trade • Governments' regulations and influences on businesses globally • Corporate culture • Culture in a global economy	• Analyze the effects of culture on doing business globally • Compare/contrast corporate culture among different businesses • Explain why the world has become a global economy • Explain why people and countries specialize in producing goods and services • Describe free trade • Indicate who benefits and who does not benefit from free trade • Name four ways in which government regulates business • Name five aspects of the government's role in society • Explain how government can stimulate or restrict economic activities

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KEY ASSIGNMENTS

- Outside reading of business and technology-related resources
- Explore and analyze outside reading resources that connect with topics and themes of core text
- Cornell Notes
- Graphic Organizers
- Quick Writes
- Digital Notebook
- Power Points and Projects; Presentations
- Microsoft Excel (worksheet and graphs)

UNIT ASSESSMENT:

- Select two technology companies and illustrate their differing corporate cultures.
- Select a country and graph its top exports and imports, their current exchange rate
- Create a spreadsheet representing two countries comparing and contrasting work place demographics related to cultural diversity

TEXTS

Introduction to Business, Brown, B., and Clow, J. Glencoe, Copyright 2008, ISBN 978-0-07-877694-6

ACADEMIC VOCABULARY	CONTENT-SPECIFIC VOCABULARY
Specific Professionals Sustains Vehicles Disputes Restrict Cooperate Controversy Federal Enables Symbol Registered	Global economy International trade Multinational corporation Trade Imports Exports Comparative advantage Exchange rate Balance of trade Protectionism Tariff Quota Embargo Free trade Interstate commerce

Incentives Welfare Ensure Allocate Distinct Ethnic Region Tradition Diverse Assignments Prohibits Accommodation Technology Edit Images Authors Transports Methods Rely Fee	Intrastate commerce Monopoly Oligopoly Trust Antitrust laws Contract Breach of contract Copyright Patent Trademark Revenue Privatization Subsidies Tax Tax incentive Culture Business etiquette Corporate culture Hierarchy Bureaucracy Diversity Stereotype Baby boom generation Discrimination Ageism E-Work Force E-Commerce Digital workflow Start- up E-Tail Multi-channel retailer Brick-and- mortar Clicks-and-mortar E-Ticket

Pacing Guide for Introduction to Business

PRIORITY STANDARDS	SUPPORTING STANDARDS
Business and Finance C2.0 C3.0 C7.0 Marketing, Sales, and Services C1.0 C10.0	Business and Finance C2.1 C2.2 C3.5 C7.1 C7.2 Marketing, Sales, and Services C1.6 C10.2

INSTRUCTIONAL STRATEGIES/INSTRUCTIONAL APPROACH/LEARNING EXPERIENCES

- Direct instruction, lecture, and modeling
- Guided and independent practice
- Audio/video/digital supplements and instructional aids
- Preteaching vocabulary
- Reading logs or journals
- Whole-class and small-group collaborative discussions/panels
- Think/pair/share
- Socratic Seminar
- Independent reading
- Small group work
- Oral presentations (individual, partner, and group) with visual and digital aids
- Graphic organizers, advanced organizers, and response frames
- Evidence gathering and research
- Quick Writes
- Self and peer editing
- MS Excel-worksheets and graphs

SEMESTER 2

UNIT 8 – BUSINESS ETHICS, SUSTAINABILITY, AND SOCIAL RESPONSIBILITY

Chapters 4, 23.2
Weeks 22-23

OVERVIEW
Students will learn: • That business ethics are rules that guide the behavior of business and its employees • That good ethics are beneficial for long term profitability and success of a business • How social responsibility impacts the success of a business • About their responsibilities as consumers
UNIT OBJECTIVES TO BE ASSESSED
• Establish and identify what are the principals of ethical behavior • Identify and analyze social and sustainability responsibilities of a business and its community • Evaluate various consumer responsibilities and their purpose

BIG IDEAS/ ESSENTIAL UNDERSTANDING	ESSENTIAL/GUIDING QUESTIONS
• Consumers have the responsibility to use products and service information, choose carefully, use products and services safely, to learn consumer skills and to speak out and seek a remedy when problems occur • Ethical behavior is beneficial for long-term profitability and success of a business • Social and sustainability responsibility is the duty of a businesses and its community to do what is best for the good of society	• How do consumer responsibilities affect businesses and its communities • What evidence demonstrates how being ethical improves long-term profitability and success of business • How and why is social and sustainability responsibility the duty to do what is best for society

Pacing Guide for Introduction to Business

CONCEPTS (Students will know)	SKILLS (Students will be able to do)
• Ethical principles • Consumer responsibilities • Business, social, and sustainability responsibility	• Define ethics and business ethics • Describe why ethical behavior is good for business • List the steps for dealing with an ethical dilemma • Define what is meant by the social responsibility of business • Describe the responsibilities of consumers • List nongovernmental consumer organizations that advocate for consumers • List some federal and state agencies that provide consumer information and protection • Describe ways that consumers are protected by laws related to the marketplace • List ways that the business community assists with consumer protection • Analyze, compare and contrast ethical behavior as it relates to business and its community • Identify the various social and sustainability responsibilities of businesses that benefit society and the community

Pacing Guide for Introduction to Business

KEY ASSIGNMENTS

- Outside reading of business and technology-related resources
- Explore and analyze outside reading resources that connect with topics and themes of core text
- Cornell Notes
- Graphic Organizers
- Quick Writes
- Digital Notebook
- Power Points and Projects; Presentations
- Microsoft Excel

UNIT ASSESSMENT:

- Select a company and study its social and sustainability responsibility goals; present an analysis of this, along with a summary of the ones the student identifies with and represents their community best
- Debate what is ethical behavior
- Diagram consumer responsibilities and their affect on business and its communities

TEXTS

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ACADEMIC VOCABULARY	CONTENT-SPECIFIC VOCABULARY
Principles	Ethics
Conduct	Business ethics
Encounter	Sweatshop
Alternative	Code of ethics
Integrity	Conflict of interest
Integral	Social responsibility
Benefit	Pollution
Sufficient	Conservation
Accurate	Recycling
Devices	Boycott
Resolved	
Scenario	
Adjust	
Manuals	
Contact	

adequate	

PRIORITY STANDARDS	**SUPPORTING STANDARDS**
Business and Finance A3.0 Marketing, Sales, and Services A2.0 A3.0	Business and Finance A3.3 Marketing, Sales, and Services A2.13 A3.3

INSTRUCTIONAL STRATEGIES/INSTRUCTIONAL APPROACH/LEARNING EXPERIENCES

- Direct instruction, lecture, and modeling
- Guided and independent practice
- Audio/video/digital supplements and instructional aids
- Preteaching vocabulary
- Reading logs or journals
- Whole-class and small-group collaborative discussions/panels
- Think/pair/share
- Socratic Seminar
- Independent reading
- Small group work
- Oral presentations (individual, partner, and group) with visual and digital aids
- Graphic organizers, advanced organizers, and response frames
- Evidence gathering and research
- Quick Writes
- Self and peer editing

SEMESTER 2

UNIT 9 – PERSONAL FINANCE/CONSUMER RIGHTS

Weeks 24-28
Chapters 25, 26, 27, 28, 29. 30, 31, 32, 33, 34, 35

OVERVIEW

The students will learn:

- Financial planning provides a solid foundation for making financial decisions
- It involves looking at your financial position, setting goals, and identifying risk and consequences of choices
- The importance of budgeting and preparing a budget
- How checking accounts work
- Keeping track of financial transactions
- Types of savings accounts and compound interest
- Types and sources of credit and the use of credit
- How to develop a credit history, applying for credit, and maintain credit
- State and Federal credit laws
- Solving credit problems and identity theft prevention
- Investment tools

UNIT OBJECTIVES TO BE ASSESSED

Students will be able to:

- Explain and apply the steps in the financial planning process
- Analyze risk and consequences of choices (opportunity cost)
- Identify the types of credit; evaluate the advantages and disadvantages of using credit
- Summarize the state and federal regulations of credit and how they protect consumers
- Evaluate the consequences of credit card and identity theft
- Analyze and differentiate between the various investment tools

BIG IDEAS/ ESSENTIAL UNDERSTANDING	ESSENTIAL/GUIDING QUESTIONS
• Investment tools consist of types of Federal, Municipal, and corporate bonds, commodities, stocks and money market funds, T-Bills, and real estate • Federal and state governments provide assistance and protection to consumers who use credit • The main credit problems that consumers face are credit card, identity theft, and overuse of credit • Developing and maintaining a credit history is vital to a strong personal financial foundation • Developing an understanding of credit	• Why is financial planning necessary to developing a solid foundation • Why is budgeting important and how is one prepared and followed • How do checking and savings accounts work to benefit one's personal financial goals. • Define credit and indicate three factors that affect interest that is paid • How to maintain and develop a credit history • What are strategies to guard against credit card and identify theft • How does government protect consumers who use credit

essentials, including the advantages and disadvantages of using credit • The purpose of saving, types of savings accounts and earning interest on savings • Checking accounts are tools that people use to make payments and keep track of their funds • Financial planning provides a solid foundation for making financial decisions • Meeting financial goals requires understanding the importance of creating and following a budget	• What are the different types of investment tools
CONCEPTS (Students will know)	**SKILLS (Students will be able to do)**
• Investment tools • State and Federal regulation of credit • Developing a credit history and keeping a healthy credit record • Types of credit and loans • Steps to choosing a checking and savings account • Earning interest on a savings account • Understanding financial planning, how to set goals, and the risk and consequences of choices	• Explain the steps involved in the financial planning process • Identify sources of financial information • Discuss sources of risk • Discuss the consequences of choices • Discuss the importance of budgeting • List the steps for preparing a budget • Discuss two goals to set before making investments • Name five characteristics of bonds • Differentiate between types of federal, municipal, corporate bonds, and real estate • Discuss stocks and stock markets • Describe the three types of residential properties • Discuss the different types of checking accounts and how they work • Describe how checking account holders manage their bank transactions • Describe the procedure for bringing accounts into agreement with bank records • Differentiate a regular savings account from a CD, a money market fund, and a money market

	deposit account • Explain two advantages and two disadvantages of savings accounts

KEY ASSIGNMENTS

- Outside reading of business and technology-related resources
- Explore and analyze outside reading resources that connect with topics and themes of core text
- Cornell Notes
- Graphic Organizers
- Quick Writes
- Digital Notebook
- Power Points and Projects; Presentations
- MS Excel

UNIT ASSESSMENT:

- In a provided scenario, students will collaborate in teams to build and develop a six month to one year budget including savings, utilizing an Excel spreadsheet with graph
- Students will create a portfolio, including diversified investment tools and savings (compound interest)
- In teams, students will select one of the following and present to the class:
    1. Federal and State Consumer Protection Laws
    2. Identify theft preventions and consequences of such
    3. Credit essentials
    4. Types of credit

TEXTS

Introduction to Business, Brown, B., and Clow, J. Glencoe, Copyright 2008, ISBN 978-0-07-877694-6

ACADEMIC VOCABULARY	CONTENT-SPECIFIC VOCABULARY
military	Credit
Contributes	Creditor
Constantly	Debtor
Committed	Interest
Available	Consumer credit
Annual	Commercial credit
Range	Credit rating
Options	Charge account
Impact	Installment loans
Anticipation	Collateral
Submit	Annual percentage rate (APR)
Minimum	Cash advance

Similar	Consigner
Portion	Grace period
Maintain	Credit limit
Obtain	Variable rate
Comprehensive	Fixed rate
Plus	Down payment
Error	Principal
Remove	Finance change
Pose	Secured loan
Restore	Unsecured loan
Overall	Garnishment of wages
Instances	Repossess
Sources	Usury law
Achieve	Credit report
Revise	Collection agent
Resources	Identity theft
Utilize	Credit counselor
Hence	Consolidation loan
Intermediate	Bankruptcy
Major	Personal financial planning
Demand	Goals
Common	Opportunity cost
Compare	Money management
Designed	Budget
Route	Income
Traces	Gross pay
Valid	Deductions
Alteration	Net pay
Experts	Expense
Suggest	Fixed expenses
Item	Variable expenses
Accumulate	Budget variance
Institution	Surplus
Set	Deficit
Duration	Check
Mutual	Direct deposit
Participate	Interest-bearing account
Eliminate	Signature card
Commission	Overdrawn
Matures	Overdraft protection
Indicates	Stop payment
Illustrates	Debit card
Initiated	Check register
Order	Endorsement
Attached	Bank statement
Fluctuate	Canceled checks
Assembled	Bank reconciliation
Nevertheless	Outstanding checks
Finally	Savings

Despite	Rate of return
Sites	Compound interest
Schemes	Regular savings accounts
Criteria	Certificate of deposit (CD)
Minimize	Maturity date
Decade	Money market fund
Occurrences	Money market deposit accounts
Retain	Liquidity
Mode	Inflation risk
Undergo	Investing
Conversely	Security
Issues	Yield
Quote	Bond
Exceed	Coupon rate
Vary	Bond discount
Consists	Savings bond
Injured	Municipal bonds
Civil	Corporate bonds
Nuclear	Stock
Estate	Dividends
Purpose	Capital gain
Survivor	Capital loss
Features	Common stock
Medical	Preferred stock
Mental	Stockbroker
Percentage	Stock exchange
Stress	Mutual fund
	Real estate
	Residential property
	Real estate agent
	Equity
	Income property
	Rental property
	Undeveloped property
	Diversity
	Precious metals
	Precious gems
	Commodities exchange
	Collectibles
	Fraud
	Risk
	Risk management
	Insurable risk
	Insurance
	Uninsurable risk
	Controllable risk
	Uncontrollable risk
	Pure risk
	Economic risk

	Human risk Natural risk Premium Peril Hazard Insurance policy Actual cash value Depreciation Financial responsibility law Compulsory insurance law No-fault insurance Claim Deductible Real property Personal property Renters insurance Standard fire policy Extended coverage Homeowners policy Rider Replacement valve Life insurance Proceeds Beneficiary Cash-value insurance Term insurance Coinsurance Copayment Pre-existing condition Health maintenance organization (HMO) Preferred provider organization (PPO) Medicare Medicaid

PRIORITY STANDARDS	**SUPPORTING STANDARDS**

Business and Finance A5.0 B1.0 B8.0 Marketing, Sales, and Services	Business and Finance A5.1 A5.4 A5.6 B1.2 B1.5 B8.0 Marketing, Sales, and Services

INSTRUCTIONAL STRATEGIES/INSTRUCTIONAL APPROACH/LEARNING EXPERIENCES

- Direct instruction, lecture, and modeling
- Guided and independent practice
- Audio/video/digital supplements and instructional aids
- Preteaching vocabulary
- Reading logs or journals
- Whole-class and small-group collaborative discussions/panels
- Think/pair/share
- Socratic Seminar
- Independent reading
- Small group work
- Oral presentations (individual, partner, and group) with visual and digital aids
- Graphic organizers, advanced organizers, and response frames
- Evidence gathering and research
- Quick Writes
- Self and peer editing
- Microsoft Excel-Worksheets and graphs

SEMESTER 2

UNIT 10 – CAREER PLANNING IN A GLOBAL ECONOMY/ENTREPRENEURSHIP

Weeks 29-32
Chapters 5, 6, 20, 21

OVERVIEW

This unit enables students to learn the importance of career planning, identifying and defining their own attributes, and aligning them with a career pathway. Students will develop the skills necessary to market themselves as potential employees and will also identify areas to advance in skills and education. The students will have a common understanding of:

- The rewards and challenges of entrepreneurship and why entrepreneurs are important to the global economy
- Market research
- The steps to the Business Plan
- Types and functions of business ownership

UNIT OBJECTIVES TO BE ASSESSED

- Identify a career pathway including skills, attributes, education, advancement potential and job outlook
- Preparation for job application and interview process
- What is an entrepreneur and entrepreneurship
- Identify challenges, rewards, and traits to being an entrepreneur
- Defend why entrepreneurs are important to the global economy
- Identify parts of the Business Plan
- Explain the initial steps in setting up a business, including market research
- Compare and contrast the types and functions of business ownership, including nonprofit organizations

BIG IDEAS/ ESSENTIAL UNDERSTANDING	ESSENTIAL/GUIDING QUESTIONS
• Choosing a career is one of the most important decisions that an individual will make • Career planning involves considering one's interests and skills , along with researching and identifying potential careers and job outlook • Businesses and nonprofits provide different products and services • They need all kinds of workers to perform various tasks • What employers look for in an employee • The steps to getting a job and starting a career, including preparing a resume, cover letter, and job application, along with the interview process • An entrepreneur is someone who recognizes a business opportunity and organizes, manages, and assumes the risks of starting a business • Entrepreneurs face rewards and challenges and	• Describe how career planning is important • What are the steps to the career planning process • What are employers looking for in an employee what are the steps in getting a job and starting a career • What types of business generate the most revenue • What are the initial steps in setting up a business • Identify the parts of the Business Plan • What is an entrepreneur, including traits, the rewards, and the challenges

are important to the global economy • Market research helps determine whether there is a demand for a product or service • Market research also uncovers issues to address in the Business Plan • Sole proprietorships, partnerships, and corporations are the most common forms of business ownership • Nonprofit organizations are another form of business	
CONCEPTS (Students will know)	**SKILLS (Students will be able to do)**
• Self awareness • Making decisions about career pathways • Making a career plan and setting goals • Job search • Identifying qualifications and job skills • Rewards and challenges of entrepreneurship • Traits of entrepreneurship • Impact of small entrepreneur businesses • The Business Plan • Initial steps to setting up a business • Market research • Types and functions of business ownership, including nonprofit	• Discuss the importance of career planning • Define at least five attributes a student should know about him/herself when analyzing careers • Name four sources where a student can learn about careers • Define short-, medium-, and long-term goals for career pathway advancement • Identify steps needed to make a career plan • Describe some of the qualifications employers seek in employees • Describe the steps involved in the application process • Develop successful interviewing skills • Research and report on a career of interest • Understand personal appearance for business in the interviewing process and beyond • Define entrepreneur and entrepreneurship • List at least five rewards of being an entrepreneur • Identify at least four challenges of being an entrepreneur • Discuss why entrepreneurs are important to the U.S. economy and the global economy • Discuss the initial steps in setting up a

	business • Identify the parts of the Business Plan • Differentiate the types and functions of business ownership • Describe the five functions of a business • Research and write essential parts to the Business Plan

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KEY ASSIGNMENTS

- Outside reading of business and technology-related resources
- Explore and analyze outside reading resources that connect with topics and themes of core text
- Cornell Notes
- Graphic Organizers
- Quick Writes
- Digital Notebook
- Power Points and Projects; Presentations
- MS Excel

UNIT ASSESSMENT:

- Students will research a career pathway suited to their interests, aptitudes, skills, and education; create a brochure
- Students will prepare a functional resume and cover letter for a current job posting
- Construct a Business Plan

TEXTS

Introduction to Business, Brown, B., and Clow, J. Glencoe, Copyright 2008, ISBN 978-0-07-877694-6

ACADEMIC VOCABULARY	CONTENT-SPECIFIC VOCABULARY
Area	Small business
Significant	Virtual business or dot.com company
Research	Business plan
Estimate	Executive summary
Section	Vision statement
Concept	Mission statement
Established	Sole proprietorship
Data	Unlimited liability
Sole	Partnership
Income	Corporation
Partners	Limited liability
Regulates	Cooperative
Distributes	Nonprofit organization
Tasks	Franchise
Functions	Producer
Involves	Processor

Pursuing Overseas Via Adaptable Series Internal Challenging Ultimate Administrator Accessing Seek Attitude Assess Achievements Transferable Objective	Manufacturer Intermediary Wholesaler Retailer Production Procurement Marketing Management Finance Accounting Fulltime job Job Occupation Career Interests Values Skill Ability Aptitude Personality Networking Job shadowing Internship Volunteerism Entry-level job Outsourcing Qualifications Employability skills Body language Extracurricular activities Resume Chorological resume Job objective Cover letter Job interview

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PRIORITY STANDARDS	SUPPORTING STANDARDS
Business and Finance A1.0 Marketing, Sales, and Services C1.0 C2.0 C7.0	Business and Finance A1.1 A1.5 Marketing, Sales, and Services C1.1 C2.1 C2.2 C7.1 C7.4

INSTRUCTIONAL STRATEGIES/INSTRUCTIONAL APPROACH/LEARNING EXPERIENCES

- Direct instruction, lecture, and modeling
- Guided and independent practice
- Audio/video/digital supplements and instructional aids
- Preteaching vocabulary
- Reading logs or journals
- Whole-class and small-group collaborative discussions/panels
- Think/pair/share
- Socratic Seminar
- Independent reading
- Small group work
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- Evidence gathering and research
- Quick Writes
- Self and peer editing