

Wallingford Public Schools - HIGH SCHOOL COURSE OUTLINE

Course Title: Business 101	Course Number:
Department: Business and Finance	Grade(s): 9 -12
Level(s): Academic	Credit: ½
Course Description This introductory course explores the foundations of business and consumer decision making in a dynamic economy. Units of study will include organizing a business, understanding economic principles, recognizing the informed consumer and exploring business careers. This course will incorporate technology for research as well as applying authentic and relevant business skills in real world applications.	
Required Instructional Materials <i>Introduction to Business</i> (South-Western Publishing, 2000)	Completion/Revision Date Approved by Board of Education on November 19, 2007.

Mission Statement of the Curriculum Management Team

The mission of the Career and Technical Education Curriculum Management Team is to assure that students, as a result of their experiences in K-12, will demonstrate transferable skills, knowledge, and attributes for successful life management, employment, career development, post-secondary educational opportunities, and life long learning.

Enduring Understandings for the Course

- The American economic system is an interdependent market economy influenced by many factors.
- Scarcity is the basic problem of all economies.
- Every individual plays a role in the domestic and global economy.
- Choices impact the economy.
- Businesses satisfy needs and wants.
- A business provides goods and services in exchange for payment.
- There are various ways to organize a business.
- Every business starts with an idea.
- Businesses continuously perform a variety of activities.
- Informed consumers drive all businesses.
- Businesses address a dynamic market place of consumer needs and wants.
- Consumers must decide what, when and where to buy services.
- Competition for consumer spending determines the success or failure of all businesses.
- Choices and experiences in high school can impact one's future.
- In choosing a career, you must first understand your strengths and areas in need of

improvement.
<ul style="list-style-type: none">• Transferable skills, content knowledge and positive attributes help prepare students for employment and educational opportunities.
<ul style="list-style-type: none">• Individual and business ethical practices directly affect reputation and ability to be competitive in the marketplace.
<ul style="list-style-type: none">• Success in careers requires the ability to adapt in a changing environment.

LEARNING STRAND

1.0 The Economy

ENDURING UNDERSTANDING(S)

- The American economic system is an interdependent market economy influenced by many factors.
- Scarcity is the basic problem of all economies.
- Every individual plays a role in the domestic and global economy.
- Choices impact the economy.

ESSENTIAL QUESTION(S)

- What is an economy?
- How does the economy of a nation impact everyday life for its citizens?
- How does the global economy affect the United States?
- How are prices of goods and services determined?
- How do my decisions affect the economy?

LEARNING OBJECTIVES: The student will:

- 1.1 Analyze how individual needs and wants impact our choices.
- 1.2 Assess the relationship between economic resources and scarcity.
- 1.3 Explain the law of supply and demand.
- 1.4 Explore how the different economic roles affect the nation.
- 1.5 Identify the components of our market economy.
- 1.6 Compare and contrast various global economies.
- 1.7 Explain how economic resources are vital to economies.
- 1.8 Analyze the importance of economic relations among nations.

INSTRUCTIONAL SUPPORT MATERIALS

- Internet Websites
- *Wall Street Journal Classroom Edition*
- *Newspaper in Education* materials
- Assorted DVD/videos

INSTRUCTIONAL STRATEGIES/APPROACHES

- Computer assisted instruction
- Internet Research
- Co-operative learning
- Graphic Organizers
- Class discussions

ASSESSMENT METHODS/TOOLS

- Multimedia Projects
- Rubrics
- Tests/Quizzes
- Written projects

LEARNING STRAND

2.0 The World of Business

ENDURING UNDERSTANDING(S)

- Businesses satisfy needs and wants.
- A business provides goods and services in exchange for payment.
- There are various ways to organize a business.
- Every business starts with an idea.
- Businesses continuously perform a variety of activities.

ESSENTIAL QUESTION(S)

- What is a business?
- How do you measure a successful business?
- What activities are critical to businesses?
- How does a business impact a community?
- What is a good business decision?

LEARNING OBJECTIVES – The student will:

- 2.1 Analyze the role of businesses in the U.S. economy.
- 2.2 Compare and contrast the types of business ownership.
- 2.3 Understand different business structures
- 2.4 Identify businesses in our community.
- 2.5 Evaluate the day-to-day activities of a business and their affects on profit.

INSTRUCTIONAL SUPPORT MATERIALS

- *Business Week Magazine*
- *Wall Street Class Room Edition*
- Videos/DVD
- www.Bizplan.com
- Quinnipiac Chamber of Commerce/Career Connections Online
- www.ncee.org

INSTRUCTIONAL STRATEGIES/APPROACHES

- Co-operative learning
- Computer Assisted Learning
- Lecture
- Graphic Organizer

ASSESSMENT METHODS/TOOLS

- Multimedia project
- Tests/Quizzes
- Simulation of Business
- Rubric
- Oral Presentation

LEARNING STRAND

3.0 Understanding the Consumer

ENDURING UNDERSTANDING(S)

- Informed consumers drive all businesses.
- Businesses address a dynamic market place of consumer needs and wants.
- Consumers must decide what, when and where to buy services.
- Competition for consumer spending determines the success or failure of all businesses.

ESSENTIAL QUESTION(S)

- What is an informed consumer?
- How does a business address the informed consumer?
- What is the relationship between the economy, the business and the consumer?

LEARNING OBJECTIVES – The student will:

- 3.1 Identify and compare government consumer information organizations.
- 3.2 Identify the effects of economic conditions on buying decisions.
- 3.3 Explore consumer rights and responsibilities.
- 3.4 Apply the code of ethics to various issues confronted by businesses.

INSTRUCTIONAL SUPPORT MATERIALS

- DVD's/Videos
- *Record Journal Newspaper*
- *New Haven Register Newspaper*
- Consumer Bill of Rights Handout

INSTRUCTIONAL STRATEGIES/APPROACHES

- www.bbb.org
- www.consumerreports.org
- www.cbia.com
- www.consumerjungle.org
- www.sba.gov
- Class discussion
- Co-operative learning
- Guest speakers
- Graphic organizers

ASSESSMENT METHODS/TOOLS

- Tests/Quizzes
- Rubrics
- Journals
- Written project

LEARNING STRAND

4.0 Career Exploration

ENDURING UNDERSTANDING(S)

- Choices and experiences in high school can impact one’s future
- In choosing a career, you must first understand your strengths and areas in need of improvement.
- Transferable skills, content knowledge and positive attributes help prepare student for employment and educational opportunities.
- Individual and business ethical practices directly affect reputation and ability to be competitive in the marketplace.
- Success in careers requires the ability to adapt in a changing environment

ESSENTIAL QUESTION(S)

- What do I need to understand about myself to choose a career?
- How will experiences in high school impact your future?
- Where do I see myself in 10 years?
- How does lifelong learning relate to the changing workplace?

LEARNING OBJECTIVES – The student will:

- 4.1 Complete an interest inventory assessment
- 4.2 Explore a variety of business careers
- 4.3 Research careers using a variety of sources
- 4.4 Prepare resume and cover letter
- 4.5 Participate in mock interviews
- 4.6 Analyze the factors that affect the changing workplace.

INSTRUCTIONAL SUPPORT MATERIALS

- Online interest inventory assessment *CHOICES*
- *Occupational Outlook Handbook*
- www.monster.com
- www.ctnow.com
- www.nhregisterclassifieds.com
- NEFE Handbook
- Videos/DVD

INSTRUCTIONAL STRATEGIES/APPROACHES

- Computer research
- Teacher Lecture
- Graphic organizers
- Peer assessment

ASSESSMENT METHODS/TOOLS

- Project
- Rubrics
- Tests/Quizzes
- Oral presentations
- Portfolio assessment