

DELAWARE VALLEY SCHOOL DISTRICT

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

Introduction to Business

Grade Level: 10-12

Date of Board Approval: 2018

Planned Instruction

Title of Planned Instruction: Introduction to Business

Subject Area: Business

Grade(s): 10-12

Course Description:

This course is designed to provide the student with an overview of critical business functions. Students gain an understanding of how business, government, and citizens all influence the way that business is conducted in different societies. Topics include forms of business ownership, management, accounting, marketing, international business and contemporary business issues. Students taking this course are prepared for more advanced courses in business. Students taking this class will have the opportunity to receive college credit.

***Course is aligned with curriculum at both Keystone College and Luzerne County Community College**

Time/Credit for the Course: 1 Semester, ½ Credit

Curriculum Writing Committee: JoAnne Yanko

DELAWARE VALLEY SCHOOL DISTRICT

Curriculum Map

1. Marking Period One - Overview with time range in days:

Business Trends: Cultivating a Business in Diverse, Global Environments 45 days

Marking Period One -Goals:

Understanding of:

Entrepreneurship and Wealth Building
Entrepreneurship versus Working for Others
The Business Environment
The Evolution of US Business
How Economic Conditions Affect Businesses
Understanding Free-Market Capitalism
Understanding Socialism
Understanding Communism
The Trend Toward Mixed Economies
Understanding the US Economic System
Why Trade with other Nations
Getting Involved in Global Trade
Strategies for Reaching Global Markets
Forces Affecting Trading in Global Markets
Trade Protectionism
The Future of Global Trade
Ethics is More than Legality
Managing Businesses Ethically and Responsibly
Corporate Social Responsibility
International Ethics and Social Responsibility

2. Marking Period Two -Overview with time range in days:

Business Ownership: Starting a Small Business and Business Management: Empowering Employees to Satisfy Customers 45 days

Marking Period Two -Goals:

Understanding of:

Sole Proprietorships Partnerships
Corporations
Corporate Expansion: Mergers and Acquisitions

DELAWARE VALLEY SCHOOL DISTRICT

Franchises
Cooperatives
The Job Creating Power of Entrepreneurs in the United States
Why People take the Entrepreneurial Challenge
Getting Started in Small Business
Learning about Small Business Operations
Managing a Small Business
Managers Roles Are Evolving
The Four Functions of Management
Planning and Decision Making
Organizing: Creating a Unified System
Leading: Providing Continuous Vision and Values
Controlling: Making Sure It Works
The Changing Reorganization
Decisions to make in Structuring Organizations
Organizational Models
Managing the Interactions Among Firms
Adapting to Change
Manufacturing and Services in Perspective
From Production to Operations Management
Production Processes
Operations Management Planning
Control Procedures: Pert and Gantt Charts

UNIT: 1, 2, 3 & 4

Big Idea # 1:

Global business is the relationship among cultural, political, legal, economic and ethical systems that drive the decisions regarding what, how, and for whom to produce.

Essential Questions:

- How do economic systems and conditions impact individuals, business, and society?

Concepts:

- Money management
- Law & Ethics
- Risk management
- Economic systems
- Monetary policy

DELAWARE VALLEY SCHOOL DISTRICT

Competencies:

- Investigate the effects of government actions and economic conditions on personal financial planning.
- Analyze the impact of monetary policy on decision making.
- Evaluate economic conditions and their impact on resource management.

Big Idea # 2:

Finance and Economics is managing personal and business assets to make informed decisions about the acquisition, production, and consumption of goods and services.

Essential Questions:

- How do economic systems and conditions impact individuals, business, and society?

Concepts:

- Money management
- Law & Ethics

Competencies:

- Investigate the effects of government actions and economic conditions on personal financial planning.
- Analyze the impact of monetary policy on decision making.
- Evaluate economic conditions and their impact on resource management.
- Adjust financial plan based on changes in economic conditions.

DELAWARE VALLEY SCHOOL DISTRICT

Curriculum Plan

Unit: 1

Time Range in Days: 25

Standard(s): PA Academic Standards

Standards Addressed:

PA Academic Standards

15.5.12.A, 15.5.12.C, 15.5.12.F, 15.5.12.G, 15.5.12.H, 15.5.12.I, 15.5.12.J, 15.5.12.K, 15.6.12.D,
15.7.12.A, 15.7.12.B, 15.7.12.C, 15.7.12.D, 15.7.12.E, 15.7.12.F, 15.7.12.G, 15.7.12.H, 15.7.12.I, 15.7.12.J,
15.7.12.K, 15.7.12.L, 15.7.12.M, 15.7.12.N

13.4.11.A, 13.4.11.B

6.1.12.B: 6.1.12.C: 6.1.12.D: 6.2.12.A: 6.2.12.B: 6.2.12.C: 6.2.12.D: 6.2.12.E: 6.2.12.F: 6.2.12.G: 6.3.12.A:
6.3.12.B: 6.3.12.C: 6.3.12.D: 6.4.12.A: 6.4.12.B: 6.4.12.C: 6.4.12.D:

Core Standards

CC.3.6.11-12.B., CC.3.6.11-12.C., CC.3.6.11-12.E., CC.3.6.11-12.F., CC.3.6.11-12.G., CC.3.6.11-12.H.,
CC.3.5.11-12.B., CC.3.5.11-12.G.

Anchor(s):

R11.B3, R11.A.2, R11.B.3

Overview:

Business Trends: Cultivating a Business in Diverse, Global Environments

Focus Question(s):

How do business trends in today's diverse market influence businesses?

Goals:

- Students will understand entrepreneurship and wealth building
- Students will learn the difference between entrepreneurship and working for others
- Students will learn about the business environment
- Students will learn the evolution of U.S. business
- Students will learn how economic conditions affect businesses
- Students will learn to understand free-market capitalism
- Students will learn to understand socialism and communism
- Students will learn the trend toward mixed economies
- Students will learn the U.S economic system
- Students will learn why businesses trade with other nations

DELAWARE VALLEY SCHOOL DISTRICT

- Students will learn how businesses get involved in global trade
- Students will learn strategies for reaching global markets
- Students will learn about the forces affecting trading in global markets
- Students will learn about trade protectionism

Objectives:

- Describe the relationship between profit and risk, and show how businesses and nonprofit organizations can raise the standard of living for all. (DOK 1, 2, 3)
- Compare and contrast being an entrepreneur and working for others. (DOK 3)
- Analyze the effect of the economic environment and taxes on businesses. (DOK 4)
- Describe the effects of technology on businesses. (DOK 2)
- Demonstrate how businesses can meet and beat competition. (DOK 2, 3, 4)
- Analyze the social changes affecting businesses. (DOK 4)
- Identify what businesses must do to meet global challenges, including war and terrorism. (DOK 1)
- Interpret how past trends are being repeated in the present and what those trends mean for tomorrow's college graduates. (DOK 2)
- Explain basic economics. (DOK 1, 2)
- Explain what capitalism is and how free markets work. (DOK 1, 2)
- Compare socialism and communism. (DOK 3)
- Analyze the trend toward mixed economies. (DOK 4)
- Describe the economic system of the US, including the significance of key economic indicators (especially GDP), productivity, and the business cycle. (DOK 1, 2, 3)
- Contrast fiscal policy and monetary policy, and explain how each affects the economy. (DOK 2, 3)

Core Activities and Corresponding Instructional Methods:

- Identify terminology related to business trends in a diverse global environment.
- Students will complete lecture worksheets for chapters 1, 2.
- Students will complete progress assessments questions throughout the chapters.
- Students will use online textbook companion site to review vocabulary, complete review activities, and reinforce core concepts
- Students will complete activities relating to Adam Smith's "The Invisible Hand" theory via DVD and accompanying worksheets
- Students will complete activities relating to "Freakonomics" via DVD and accompanying worksheets
- Students will complete activities on the US Economy using the Bureau of Labor Statistics website
- Students will complete a project involving 5 major companies that will result in a comprehensive company profile for a total of 5 profiles (Marking Period project assigned in week 1)

Instructional Methods: Direct instruction, Demonstration, Discussion, Questioning, Cooperative learning

DELAWARE VALLEY SCHOOL DISTRICT

Assessments:

Diagnostic:

- Discussion of student's prior knowledge
- Terminology preview
- Oral responses during class discussion
- Responses to teacher questions

Formative:

- Progress Assessments throughout the chapter (vocabulary quizzes)
- Reinforcing the Connection to Concepts in Business exercises in the chapter

Successful completion of homework/class work assignments:

- Comprehension Case Interactive at the end of the chapter
- Drag and Drop Interactive Vocabulary questions at the end of the chapter
- Drag and Drop Interactive Theory questions at the end of the chapter
- Video Case Interactive questions at the end of the chapter
- Participation in classroom discussions and activities

Summative:

- Graded audit checks on homework
- Objective quiz covering developing workplace skills, critical thinking, and web skills in the chapter
- Video quiz covering principles to practice: The Invisible Hand and Freakonomics
- Objective chapter tests covering theory and terminology
- Graded individual company profile project

Extensions:

- Peer tutoring
- Have students work with a partner to develop their own lesson on business trends in diverse global environments.
- Students should create a visual aid to assist them in teaching their lesson.
- Have students work with a partner to develop their own lesson on results of a specific business trend.
- Article analysis corresponding to current trends in economics in the US and globally

Correctives:

- Individual tutoring
- Provide students with supplies to create flash cards, or other visual aids for studying
- Allow time for students to review their correct flash cards independently or with a partner before any chapter assessment.
- Repeated use of the online textbook companion site

DELAWARE VALLEY SCHOOL DISTRICT

Unit: 2

Time Range in Days: 20

Standard(s): PA Academic Standards

Standards Addressed:

PA Academic Standards

15.5.12.A, 15.5.12.C, 15.5.12.F, 15.5.12.G, 15.5.12.H, 15.5.12.I, 15.5.12.J, 15.5.12.K, 15.6.12.D,
15.7.12.A, 15.7.12.B, 15.7.12.C, 15.7.12.D, 15.7.12.E, 15.7.12.F, 15.7.12.G, 15.7.12.H, 15.7.12.I, 15.7.12.J,
15.7.12.K, 15.7.12.L, 15.7.12.M, 15.7.12.N

13.4.11.A, 13.4.11.B

6.1.12.B: 6.1.12.C: 6.1.12.D: 6.2.12.A: 6.2.12.B: 6.2.12.C: 6.2.12.D: 6.2.12.E: 6.2.12.F: 6.2.12.G: 6.3.12.A:
6.3.12.B: 6.3.12.C: 6.3.12.D: 6.4.12.A: 6.4.12.B: 6.4.12.C: 6.4.12.D:

Core Standards

CC.3.6.11-12.B., CC.3.6.11-12.C., CC.3.6.11-12.E., CC.3.6.11-12.F., CC.3.6.11-12.G., CC.3.6.11-12.H.,
CC.3.5.11-12.B., CC.3.5.11-12.G.

Anchor(s):

R11.B3, R11.A.2, R11.B.3

Overview:

Business Trends: Cultivating a Business in Diverse, Global Environments

Focus Question(s):

How do business trends in today's diverse market influence businesses?

Goals:

- Students will learn how businesses get involved in global trade
- Students will learn strategies for reaching global markets
- Students will learn about the forces affecting trading in global markets
- Students will learn about trade protectionism
- Students will learn about the future of global trade
- Students will learn why ethics is more than legality
- Students will learn how to manage businesses ethically and responsibly
- Students will learn about corporate social responsibility
- Students will learn international ethics and social responsibility

DELAWARE VALLEY SCHOOL DISTRICT

Objectives:

- Compare the importance of the global market and the roles of comparative advantage and absolute advantage in global trade. (DOK 2, 3)
- Summarize the importing and exporting process, and understand key terms used in global business. (DOK 2)
- Illustrate the strategies used in reaching global markets and explain the role of multinational corporations. (DOK 3, 4)
- Evaluate the forces that affect trading in global markets. (DOK 2, 3)
- Debate the advantages and disadvantages of trade protectionism. (DOK 2)
- Summarize the changing landscape of the global market and the issue of offshore outsourcing. (DOK 2)
- Summarize why obeying the law is only the first step in behaving ethically. (DOK 2)
- Ask three questions to answer when faced with a potentially unethical action. (DOK 1, 2)
- Summarize management's role in setting ethical standards. (DOK 1, 2)
- Distinguish between compliance-based and integrity-based ethics codes, and list the six steps in setting up a corporate ethics code. (DOK 1, 2, 3)
- Define corporate social responsibility and compare corporations' responsibilities to various stakeholders. (DOK 1, 2, 3)
- Analyze the role if the US businesses in influencing ethical behavior and social responsibility in global markets. (DOK 3, 4)

Core Activities and Corresponding Instructional Methods:

- Identify terminology related to business trends in a diverse global environment.
- Students will complete lecture worksheets for chapters 3, 4.
- Students will complete progress assessments questions throughout the chapters.
- Students will use online textbook companion site to review vocabulary, complete review activities, and reinforce core concepts
- Students will use the World Trade Organization website to complete several activities relating to trade pacts, trade committees, and country participation in trade negotiations
- Students will analyze several company profiles relating to CSR contributions
- Students will report on the Ethics and CSR policies regarding their company profiles from the Marking Period Project. (This Ethics and CSR project generally crosses the marking period dates)
- Students will reflect on the importance of creating a positive company image in relation to the products they use as a consumer as well as the ethical decisions they make every day.

Instructional Methods: Direct instruction, Demonstration, Discussion, Questioning, Cooperative learning

DELAWARE VALLEY SCHOOL DISTRICT

Assessments:

Diagnostic:

- Discussion of student's prior knowledge
- Terminology preview
- Oral responses during class discussion
- Responses to teacher questions

Formative:

- Progress Assessments throughout the chapter
- Reinforcing your Connection to Concepts in Business exercises in the chapter

Successful completion of homework/class work assignments:

- Comprehension Case Interactive at the end of the chapter
- Drag and Drop Interactive Vocabulary questions at the end of the chapter
- Drag and Drop Interactive Theory questions at the end of the chapter
- Video Case Interactive questions at the end of the chapter
- Participation in classroom discussions and activities

Summative:

- Graded audit checks on homework
- Objective quiz covering developing workplace skills, critical thinking, and web skills from the chapter
- Video quiz covering principles to practice.
- Objective test covering theory and terminology
- Graded Ethics and CSR project

Extensions:

- Peer tutoring
- Have students work with a partner to develop their own lesson on business trends in diverse global environments.
- Students should create a visual aid to assist them in teaching their lesson.
- Have students work with a partner to develop their own lesson on results of a specific business trend.

Correctives:

- Individual tutoring
- Provide students with supplies to create flash cards, or other visual aids for studying
- Allow time for students to review their correct flash cards independently or with a partner before any chapter assessment.
- Repeated use of the online textbook companion site

DELAWARE VALLEY SCHOOL DISTRICT

Unit: 3

Time Range in Days: 25

Standard(s): PA Academic Standards

Standards Addressed:

PA Academic Standards

15.5.12.A, 15.5.12.C, 15.5.12.F, 15.5.12.G, 15.5.12.H, 15.5.12.I, 15.5.12.J, 15.5.12.K, 15.6.12.D,
15.7.12.A, 15.7.12.B, 15.7.12.C, 15.7.12.D, 15.7.12.E, 15.7.12.F, 15.7.12.G, 15.7.12.H, 15.7.12.I, 15.7.12.J,
15.7.12.K, 15.7.12.L, 15.7.12.M, 15.7.12.N

13.4.11.A, 13.4.11.B

6.1.12.B: 6.1.12.C: 6.1.12.D: 6.2.12.A: 6.2.12.B: 6.2.12.C: 6.2.12.D: 6.2.12.E: 6.2.12.F: 6.2.12.G: 6.3.12.A:
6.3.12.B: 6.3.12.C: 6.3.12.D: 6.4.12.A: 6.4.12.B: 6.4.12.C: 6.4.12.D:

Core Standards

CC.3.6.11-12.B., CC.3.6.11-12.C., CC.3.6.11-12.E., CC.3.6.11-12.F., CC.3.6.11-12.G., CC.3.6.11-12.H.,
CC.3.5.11-12.B., CC.3.5.11-12.G.

Anchor(s):

R11.B.3, R11.A.2, R11.B.3

Overview:

Business Ownership: Starting a Small Business and Business Management: Empowering Employees to Satisfy Customers

Focus Question(s):

How does business ownership and management in today's diverse market influence businesses and customers?

Goals:

- Students will learn the advantages and disadvantages of a sole proprietorship
- Students will learn the advantages and disadvantages of a partnership
- Students will learn the advantages and disadvantages of a corporation
- Students will learn the advantages and disadvantages of a franchise
- Students will learn why people take the entrepreneurial challenge
- Students will learn about small business operations
- Students will learn about a small business
- Students will learn planning and decision making

DELAWARE VALLEY SCHOOL DISTRICT

Objectives:

- Compare the advantages and disadvantages of sole proprietorships (DOK 3)
- Describe the differences between general and limited partners, and compare the advantages and disadvantages of partnerships (DOK 2)
- Compare the advantages and disadvantages of corporations, and summarize the differences between C corporations, S corporations, and limited liability companies (DOK 3)
- Define and give examples of three types of corporate mergers, and explain the role of leveraged buyouts and taking a firm private (DOK 1, 2,3)
- Outline the advantages and disadvantages of franchises, and discuss the opportunities for diversity in franchising and the challenges of global franchising (DOK 1,2)
- Explain the role of cooperatives (DOK 1, 2)
- Explain why people take the risks of entrepreneurship; list the attributes of successful entrepreneurs; and describe entrepreneurial teams, entrepreneurs, and home and web based businesses (DOK 1, 2)
- Discuss and analyze the importance of small business to the American economy and summarize the major causes of small business failure (DOK 3, 4)
- Summarize ways to learn about how small businesses operate (DOK 2, 3)
- Analyze what it takes to start and run a small business (DOK 3, 4)
- Outline the advantages and disadvantages small businesses have in entering global markets (DOK 1,2)
- Describe the changes occurring today in the management function (DOK 2)
- Describe the four functions of management (DOK 2)
- Analyze and relate the planning process and decision making to the accomplishment of company goals (DOK 3, 4)
- Describe the organizing function of management (DOK 2)
- Explain the differences between leaders and managers, and describe the various leadership styles (DOK 1,2)
- Summarize the five steps of the control function of management (DOK 1, 2)

Core Activities and Corresponding Instructional Methods:

- Identify terminology related to business trends in a diverse global environment.
- Students will complete lecture worksheets for chapters 5, 6, 7.
- Students will complete progress assessments questions throughout the chapters.
- Students will use the online textbook companion site to reinforce vocabulary, concepts, and skills from each chapter.
- Students will analyze company scenarios presented in the chapter and in supplemental worksheets to identify challenges and successes in running a business
- Students will conduct a Small Business Owner Interview with someone from the DV community and write a report.
- Students will send Thank You letters to the owners they interviewed
- Students will identify opportunities for Microbusinesses based on their own skills and create a simple business plan for that microbusiness

DELAWARE VALLEY SCHOOL DISTRICT

- Students will analyze and compare opportunities in Franchises and Home-based businesses
- Students will research and analyze famous business leaders from the 19th-21st century in the US.
- Students will complete several activities relating to the difference between leaders and managers as well as reflect on personal experiences in leadership

Instructional Methods: Direct instruction, Demonstration, Discussion, Questioning, Cooperative learning

Assessments:

Diagnostic:

Discussion of student's prior knowledge
Terminology preview
Oral responses during class discussion
Responses to teacher questions

Formative:

Progress Assessments throughout the chapter
Reinforcing your Connection to Concepts in Business exercises in the chapter

Successful completion of homework/class work assignments:

Comprehension Case Interactive at the end of the chapter
Drag and Drop Interactive Vocabulary questions at the end of the chapter
Drag and Drop Interactive Theory questions at the end of the chapter
Video Case Interactive questions at the end of the chapter
Participation in classroom discussions and activities

Summative:

Graded audit checks on homework
Objective quiz covering developing workplace skills, critical thinking, and web skills from the chapter
Video quiz covering principles to practice.
Objective test covering theory and terminology
Graded individual/group project.

Extensions:

Peer tutoring
Have students work with a partner to develop their own lesson on business trends in diverse global environments.
Students should create a visual aid to assist them in teaching their lesson.
Have students work with a partner to develop their own lesson on results of a specific business trend.

DELAWARE VALLEY SCHOOL DISTRICT

Correctives:

Individual tutoring

Provide students with supplies to create flash cards, or other visual aids for studying

Allow time for students to review their correct flash cards independently or with a partner before any chapter assessment.

Repeated use of the online textbook companion site

DELAWARE VALLEY SCHOOL DISTRICT

Unit: 4

Time Range in Days: 20

Standard(s): PA Academic Standards

Standards Addressed:

PA Academic Standards

15.5.12.A, 15.5.12.C, 15.5.12.F, 15.5.12.G, 15.5.12.H, 15.5.12.I, 15.5.12.J, 15.5.12.K, 15.6.12.D,
15.7.12.A, 15.7.12.B, 15.7.12.C, 15.7.12.D, 15.7.12.E, 15.7.12.F, 15.7.12.G, 15.7.12.H, 15.7.12.I, 15.7.12.J,
15.7.12.K, 15.7.12.L, 15.7.12.M, 15.7.12.N

13.4.11.A, 13.4.11.B

6.1.12.B: 6.1.12.C: 6.1.12.D: 6.2.12.A: 6.2.12.B: 6.2.12.C: 6.2.12.D: 6.2.12.E: 6.2.12.F: 6.2.12.G: 6.3.12.A:
6.3.12.B: 6.3.12.C: 6.3.12.D: 6.4.12.A: 6.4.12.B: 6.4.12.C: 6.4.12.D:

Core Standards

CC.3.6.11-12.B., CC.3.6.11-12.C., CC.3.6.11-12.E., CC.3.6.11-12.F., CC.3.6.11-12.G., CC.3.6.11-12.H.,
CC.3.5.11-12.B., CC.3.5.11-12.G.

Anchor(s):

R11.B.3, R11.A.2, R11.B.3

Overview:

Business Ownership: Starting a Small Business and Business Management: Empowering Employees to Satisfy Customers

Focus Question(s):

How does business ownership and management in today's diverse market influence businesses and customers?

Goals:

- Students will learn leadership styles
- Students will learn how to make decisions in structuring organizations
- Students will learn the organizational models in business
- Students will learn the to manage the interactions among firms
- Students will learn to adapt to change in the business world
- Students will learn the difference between manufacturing and service businesses □
Students will learn the production process
- Students will learn operations management planning

DELAWARE VALLEY SCHOOL DISTRICT

Objectives:

- Explain the differences between leaders and managers, and describe the various leadership styles (DOK 1,2)
- Summarize the five steps of the control function of management (DOK 1, 2)
- Outline the basic principles of organization management (DOK 1,2)
- Compare the organizational theories of Fayol and Weber (DOK 3)
- Evaluate the choices managers make in structuring organizations (DOK 3, 4)
- Contrast the various organizational models (DOK 3)
- Identify the benefits of inter-firm cooperation and coordination (DOK 1)
- Explain how organizational culture can help businesses adapt to change (DOK 1, 2)
- Describe the current state of U.S. manufacturing and what manufacturers have done to become more competitive (DOK 2)
- Describe the evolution from production to operations management (DOK 2)
- Identify various production processes and describe techniques that improve productivity, including computer-aided design and manufacturing, flexible manufacturing, lean manufacturing, and mass customization (DOK 1,2)
- Describe operations management planning issues including facility location, facility layout, materials requirement planning, purchasing, just-in-time inventory control, and quality control (DOK 1, 2)
- Explain the use of PERT and Gantt charts to control manufacturing processes (DOK 1, 2)

Core Activities and Corresponding Instructional Methods:

- Identify terminology related to business trends in a diverse global environment.
- Students will complete lecture worksheets for chapters 8, 9.
- Students will complete progress assessments questions throughout the chapters.
- Students will complete activities using the online textbook companion site to reinforce chapter terminology, skills, and concepts.

Instructional Methods: Direct instruction, Demonstration, Discussion, Questioning, Cooperative learning

Assessments:

Diagnostic:

- Discussion of students' prior knowledge
- Terminology preview
- Oral responses during class discussion
- Responses to teacher questions

DELAWARE VALLEY SCHOOL DISTRICT

Formative:

Progress Assessments throughout the chapter

Reinforcing your Connection to Concepts in Business exercises in the chapter

Successful completion of homework/class work assignments:

Comprehension Case Interactive at the end of the chapter

Drag and Drop Interactive Vocabulary questions at the end of the chapter

Drag and Drop Interactive Theory questions at the end of the chapter

Video Case Interactive questions at the end of the chapter

Participation in classroom discussions and activities

Summative:

Graded audit checks on homework

Objective quiz covering developing workplace skills, critical thinking, and web skills from the chapter

Video quiz covering principles to practice.

Objective test covering theory and terminology

Graded individual/group project.

Extensions:

Peer tutoring

Have students work with a partner to develop their own lesson on business trends in diverse global environments.

Students should create a visual aid to assist them in teaching their lesson.

Have students work with a partner to develop their own lesson on results of a specific business trend.

Correctives:

Individual tutoring

Provide students with supplies to create visual study aids

Allow time for students to review their correct flash cards independently or with a partner before any chapter assessment.

DELAWARE VALLEY SCHOOL DISTRICT

Materials and Resources:

Textbook: (In correlation with Keystone College and Luzerne County Community College)
Understanding Business, 11th Edition
W. Nickels, J; McHugh, S. McHugh

Websites

Yahoo Finance

Various Company Websites

www.forbes.com

www.businessinsider.com

www.fortune.com

www.wto.org

www.ustr.gov

www.sba.gov

Teacher-prepared handouts

Guest speakers

Primary Textbook(s) Used for this Course of Instruction

Name of Textbook:

Understanding Business, 11th Edition

W. Nickels, J. McHugh, S. McHugh

Textbook ISBN #: 978-1-26-049143-2

Textbook Publisher & Year of Publication: McGraw-Hill 2017

Curriculum Textbook is utilized in (title of course): Introduction to Business

DELAWARE VALLEY SCHOOL DISTRICT

Appendix

Subject Area – 15: Business, Computer Information Technology Standard

Area – 15.5: Entrepreneurship

- 15.5.12.A:** Analyze personal choices in preparation for entrepreneurship.
- 15.5.12.C:** Analyze the impact of entrepreneurship in the domestic economy.
- 15.5.12.F:** Research the opportunities for local entrepreneurship in the global economy and discuss the impact of government regulations.
- 15.5.12.G:** Analyze factors affecting global pricing including international currency fluctuations, tariffs, price controls, and anti-dumping laws.
- 15.5.12.H:** Assess advantages and disadvantages for entrepreneurial business in foreign markets; including language and trade barriers, marketing, and regulations.
- 15.5.12.I:** Evaluate the functions of operations management as influenced by the business parameters.
- 15.5.12.J:** Evaluate strategies for incorporating emerging technologies into specific business operations.
- 15.5.12.K:** Analyze issues and cases associated with government regulation.

Standard Area - 15.6: Finance and Economics

Grade Level - 15.6.12: GRADES 9 - 12

- 15.6.12.D:** Develop criteria to evaluate employment options.

Standard Area - 15.7: Global Business

Grade Level - 15.7.12: GRADES 9 - 12

- 15.7.12.A:** Assess the impact of political and economic changes on global business.
- 15.7.12.B:** Evaluate logistical considerations of operating an international business (e.g., integration of information, transportation, inventory, warehousing, material handling, packaging, and security).
- 15.7.12.C:** Examine business protocol of several countries as related to social customs, business customs, and political environment.
- 15.7.12.D:** Analyze how political environments affect international business.
- 15.7.12.E:** Examine the legal requirements (foreign and domestic) of operating a business.
- 15.7.12.F:** Examine economic issues in a country that engages in international business activities.
- 15.7.12.G:** Analyze global businesses and the impact on the countries where they operate.
- 15.7.12.H:** Analyze the effect of efficiencies in natural and human resources as it relates to global business relationships.
- 15.7.12.I:** Identify and examine effective global business communications strategies.
- 15.7.12.J:** Compare and contrast various nonverbal behaviors and their impact on business in a global environment.
- 15.7.12.K:** Analyze how economic and environmental factors may conflict; explain how responsible behavior can help sustain natural and human communities at local, regional, national, and global levels.
- 15.7.12.L:** Identify worldviews and their impact on global business.
- 15.7.12.M:** Identify strategies employed to promote global business opportunities.
- 15.7.12.N:** Identify business strategies related to international marketing.

DELAWARE VALLEY SCHOOL DISTRICT

Subject Area - 13: Career Education and Work

Standard Area - 13.4: Entrepreneurship

Grade Level - 13.4.11: GRADE 11

13.4.11.A: Analyze entrepreneurship as it relates to personal career goals and corporate opportunities.

13.4.11.B: Analyze entrepreneurship as it relates to personal character traits.

Subject Area - 6: Economics

Grade Level - 6.1.12: GRADE 12

6.1.12.B:

Evaluate the economic reasoning behind a choice.

Evaluate effective allocation of resources for the production of goods and services. **6.1.12.C:**

Analyze the opportunity cost of decisions made by individuals, businesses, communities, and nations.

6.1.12.D:

Predict how changes in incentives may affect the choices made by individuals, businesses, communities, and nations.

Subject Area - 6: Economics

Standard Area - 6.2: Markets and Economic Systems

Grade Level - 6.2.12: GRADE 12

6.2.12.A: Evaluate the flow of goods and services in an international economy.

6.2.12.B: Analyze the effect of changes in the level of competition in different markets.

6.2.12.C: Predict and evaluate how media affects markets.

6.2.12.D: Predict how changes in supply and demand affect equilibrium price and quantity sold.

6.2.12.E: Evaluate the health of an economy (local, regional, national, global) using economic indicators.

6.2.12.F: Evaluate the impact of private economic institutions on the individual, the national and the international economy.

6.2.12.G: Evaluate various economic systems.

Standard Area - 6.3: Functions of Government Grade

Level - 6.3.12: GRADE 12

6.3.12.A: Evaluate the costs and benefits of government decisions to provide public goods and services.

6.3.12.B: Assess the government's role in regulating and stabilizing the state and national economy.

6.3.12.C: Evaluate the social, political, and economic costs/benefits of potential changes to taxation policies.

6.3.12.D: Evaluate the role that governments play in international trade.

Standard Area - 6.4: Economic Interdependence

Grade Level - 6.4.12: GRADE 12

6.4.12.A: Evaluate the comparative advantage of nations in the production of goods and services.

6.4.12.B: Assess the growth and impact of international trade around the world.

6.4.12.C: Evaluate the impact of multinational corporations and other non-government organizations.

6.4.12.D: Analyze how changes in transportation, communication networks, and technology affect economic interdependence around the world in the 21st century.

DELAWARE VALLEY SCHOOL DISTRICT

Anchors

- R11.B.3 Understand concepts and organization of nonfictional text.
- R11.A.2 Understand nonfiction appropriate to grade level.
- R11.B.3 Understand concepts and organization of nonfictional text.

Core

CC.3.6.11-12.B.

- Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
- Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
- Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

CC.3.6.11-12.C.

- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CC.3.6.11-12.E.

- Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

CC.3.6.11-12.F.

- Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. **CC.3.6.11-12.G.**
- Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CC.3.6.11-12.H.

- Draw evidence from informational texts to support analysis, reflection, and research.

CC.3.5.11-12.B.

DELAWARE VALLEY SCHOOL DISTRICT

- Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
CC.3.5.11-12.G.
- Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

DELAWARE VALLEY SCHOOL DISTRICT

Checklist to Complete and Submit with Curriculum:

- _____ A hard copy of the curriculum using The template entitled "Planned Instruction," available on the district website

- _____ Hard copies of all supplemental resources not available electronically

- _____ The primary textbook form(s)

- _____ The appropriate payment form, in compliance with the maximum curriculum writing hours noted on the first page of this document

- _____ A USB/Flash Drive containing a single file that will print the curriculum in its intended sequence from beginning to end and all supplemental resources that are available in electronic format.

Each principal and/or department chair has a schedule of First and Second Readers/Reviewers. Each Reader/Reviewer must sign & date below.

First Reader/Reviewer Printed Name _____

First Reader/Reviewer Signature _____ Date _____

Second Reader/Reviewer Printed Name _____

Second Reader/Reviewer Signature _____ Date _____

