

East Penn School District  
Secondary Curriculum

A Planned Course Statement  
for  
Introduction to Business

Course # 601 Grade(s) 9-12

Department: Computer and Business Applications

Length of Period (mins.) 41 Total Clock Hours: \_\_\_\_\_

Periods per Cycle: 6 Length of Course (yrs.) .5

Type of Offering: \_\_\_\_\_ required  elective

Credit: .5

Adopted: 6/8/09

Developed by:  
Anne Nero  
June Urbassik

## Description of Course

**Course Title:** Introduction to Business

**Description:** In today's world, it is necessary to have a broad understanding of how businesses operate. The informed student who understands our economic system and the business world will be better prepared as a consumer, employee, manager, and entrepreneur. Topics discussed will include, but are not limited to, basic economic concepts, owning and operating a business and influences on business.

**Goals:**

- To introduce the student to basic economic concepts, business ethics, owning and operating a business, and influences on business.

**Requirements:** None

**Text:** Brown, Betty J. and John E. Clow, Introduction to Business. Glencoe, 2008

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### Key to Levels of Achievement (Listed with each learning objective)

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|--------------------|--|
| Awareness (A):     | Students are introduced to concepts, forms, and patterns.  |
| Learning (L):      | Students are involved in a sequence of steps and practice activities which involved further development and allow evaluation of process. |
| Understanding (U): | Students demonstrate ability to apply acquired concepts and skills to individual assignments and projects on an independent level.       |
| Reinforcement (R): | Students maintain and broaden understanding of concepts and skills to accomplish tasks at a greater level of sophistication.             |

| Unit                                      | Num | Objective   | Level | Content  | Evaluation   | Standard  |
|---|-----|---|-------|--|--|---|
| <b>I. Basic Economic Concepts</b>         | 1   | Students will: <ul style="list-style-type: none"> <li>◆ State the differences between wants and needs</li> <li>◆ Describe how resources limit the number of wants people and businesses can satisfy</li> <li>◆ Explain how to use the decision-making process to make the most of your resources</li> <li>◆ Explain how profit and competition motivate businesses</li> <li>◆ List the activities businesses undertake when developing products and services</li> <li>◆ Explain how business impacts you and how you impact business</li> </ul> | A, L  | <ul style="list-style-type: none"> <li>• Classroom discussion</li> <li>• Notes</li> <li>• Textbook applications</li> <li>• Vocabulary reinforcement</li> <li>• Technology integration</li> </ul> | <ul style="list-style-type: none"> <li>• Test/Quizzes</li> <li>• Class work/participation</li> <li>• Homework</li> </ul> | NBEA<br>Econ. I<br>13.1.11 G<br>13.3.11 G<br><br>(PA Career Ed. and Work Standards) |
| <b>II. Economic Resources and Systems</b> | 2   | Students will: <ul style="list-style-type: none"> <li>◆ Explain how scarcity requires individuals and nations to make decisions about resources</li> <li>◆ Describe the four factors of production</li> <li>◆ Describe the three basic economic questions each country must answer to make decisions about using its resources</li> <li>◆ Contrast the way a market economy and a command economy answer the three economic questions</li> </ul>  | A, L  | <ul style="list-style-type: none"> <li>• Classroom discussion</li> <li>• Notes</li> <li>• Textbook applications</li> <li>• Vocabulary reinforcement</li> <li>• Technology integration</li> </ul> | <ul style="list-style-type: none"> <li>• Test/Quizzes</li> <li>• Class work/participation</li> <li>• Homework</li> </ul> | NBEA<br>Econ. I, II, VI<br>13.1.11 G<br>13.3.11 G                                   |

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| <p><b>III. Economic Activity in a Changing World</b></p>    | <p>3</p> | <p>Students will:</p> <ul style="list-style-type: none"> <li>◆ Describe the four types of economic shifts the United States has experienced</li> <li>◆ Describe what is shown by GDP, unemployment rate, rate of inflation, and national debt</li> <li>◆ Explain how individuals and the government influence the economy</li> <li>◆ Describe the four stages of the business cycle</li> </ul>  | <p>A, L</p> | <ul style="list-style-type: none"> <li>• Classroom discussion</li> <li>• Notes</li> <li>• Textbook applications</li> <li>• Vocabulary reinforcement</li> <li>• Technology integration</li> </ul> | <ul style="list-style-type: none"> <li>• Test/Quizzes</li> <li>• Class work/participation</li> <li>• Homework</li> </ul> | <p>NBEA<br/>Econ. VII<br/>13.3.11 B</p>                               |
| <p><b>IV. Business Ethics and Social Responsibility</b></p> | <p>4</p> | <p>Students will:</p> <ul style="list-style-type: none"> <li>◆ Define ethics and business ethics</li> <li>◆ Describe why ethical behavior is good for business</li> <li>◆ List the steps for dealing with an ethical dilemma</li> <li>◆ Define what is meant by the social responsibility of business</li> </ul>  | <p>A, L</p> | <ul style="list-style-type: none"> <li>• Classroom discussion</li> <li>• Notes</li> <li>• Textbook applications</li> <li>• Vocabulary reinforcement</li> <li>• Technology integration</li> </ul> | <ul style="list-style-type: none"> <li>• Test/Quizzes</li> <li>• Class work/participation</li> <li>• Homework</li> </ul> | <p>NBEA<br/>Entr. VIII C<br/><br/>Mgmt: V A, B<br/><br/>13.3.11 F</p> |
| <p><b>V. Entrepreneurship</b></p>                           | <p>5</p> | <p>Students will:</p> <ul style="list-style-type: none"> <li>◆ Define entrepreneur and entrepreneurship</li> <li>◆ List at least five rewards of being an entrepreneur</li> <li>◆ Identify at least four challenges of being an entrepreneur</li> <li>◆ Discuss why entrepreneurs are important to the American economy</li> <li>◆ Discuss the initial steps in setting up a business</li> <li>◆ Identify the parts of a business plan</li> </ul> | <p>A, L</p> | <ul style="list-style-type: none"> <li>• Classroom discussion</li> <li>• Notes</li> <li>• Textbook applications</li> <li>• Vocabulary reinforcement</li> <li>• Technology integration</li> </ul> | <ul style="list-style-type: none"> <li>• Test/Quizzes</li> <li>• Class work/participation</li> <li>• Homework</li> </ul> | <p>NBEA<br/>Entr: 1A, B</p>   |

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| <p><b>VI. Business Ownership and Operations</b></p> | <p>6</p> | <p>Students will:</p> <ul style="list-style-type: none"> <li>◆ Describe the advantages and disadvantages of the three major forms of business organizations</li> <li>◆ Describe how cooperatives and nonprofits are like and unlike corporations and franchises</li> <li>◆ Differentiate the six types of businesses</li> <li>◆ Describe the five functions of business</li> <li>◆ Discuss how the five functions of business relate to each other</li> </ul> | <p>A, L</p> | <ul style="list-style-type: none"> <li>• Classroom discussion</li> <li>• Notes</li> <li>• Textbook applications</li> <li>• Vocabulary reinforcement</li> <li>• Technology integration</li> </ul> | <ul style="list-style-type: none"> <li>• Test/Quizzes</li> <li>• Class work/participation</li> <li>• Homework</li> </ul> | <p>NBEA<br/>Entr. VIII<br/>A, B</p> <p>13.1.11 A<br/>13.2.11 D</p> <p>Mgmt. III A</p>       |
| <p><b>VII. Business Management</b></p>              | <p>7</p> | <p>Students will:</p> <ul style="list-style-type: none"> <li>◆ Describe the overall purpose of management</li> <li>◆ Discuss the four functions of management</li> <li>◆ Identify the differences between management structures</li> <li>◆ Name six skills necessary for effective management</li> </ul>  | <p>A, L</p> | <ul style="list-style-type: none"> <li>• Classroom discussion</li> <li>• Notes</li> <li>• Textbook applications</li> <li>• Vocabulary reinforcement</li> <li>• Technology integration</li> </ul> | <ul style="list-style-type: none"> <li>• Test/Quizzes</li> <li>• Class work/participation</li> <li>• Homework</li> </ul> | <p>NBEA<br/>Mgmt: I A,<br/>B, C, D<br/>II, IIIB</p>   |
| <p><b>VIII. Leadership in Management</b></p>        | <p>8</p> | <p>Students will:</p> <ul style="list-style-type: none"> <li>◆ Define leadership</li> <li>◆ Describe the qualities of a leader</li> <li>◆ Name at least three ways in which an individual can develop leadership skills</li> <li>◆ Identify and describe the autocratic, democratic, and free-rein leadership styles</li> <li>◆ Describe the self-managed team approach and the two ways in which such an approach is organized</li> </ul>                    | <p>A, L</p> | <ul style="list-style-type: none"> <li>• Classroom discussion</li> <li>• Notes</li> <li>• Textbook applications</li> <li>• Vocabulary reinforcement</li> <li>• Technology integration</li> </ul> | <ul style="list-style-type: none"> <li>• Test/Quizzes</li> <li>• Class work/participation</li> <li>• Homework</li> </ul> | <p>NBEA<br/>Mgmt: IV<br/>A, B, C, D,<br/>E</p> <p>13.3.11 E<br/>13.1.11 A<br/>13.1.11 F</p> |

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| <p><b>IX. Technology and Business</b></p>               | <p>9</p>  | <p>Students will:</p> <ul style="list-style-type: none"> <li>◆ Describe how technological inventions have an effect on business</li> <li>◆ Give examples of how technology has changed jobs in business</li> <li>◆ Explain why doing business on the Internet has become a major factor in many industries</li> </ul>   | <p>A, L</p> | <ul style="list-style-type: none"> <li>• Classroom discussion</li> <li>• Notes</li> <li>• Textbook applications</li> <li>• Vocabulary reinforcement</li> <li>• Technology integration</li> </ul> | <ul style="list-style-type: none"> <li>• Test/Quizzes</li> <li>• Class work/participation</li> <li>• Homework</li> </ul> | <p>NBEA<br/>Mgmt: VIII<br/>A, B, C</p>   |
| <p><b>X. Business in a Global Economy</b></p>           | <p>10</p> | <p>Students will:</p> <ul style="list-style-type: none"> <li>◆ Explain why the world has become a global economy</li> <li>◆ Explain why people and countries specialize in producing goods and services</li> <li>◆ Describe free trade</li> <li>◆ Indicate who benefits and who does not benefit from free trade</li> </ul>   | <p>A, L</p> | <ul style="list-style-type: none"> <li>• Classroom discussion</li> <li>• Notes</li> <li>• Textbook applications</li> <li>• Vocabulary reinforcement</li> <li>• Technology integration</li> </ul> | <ul style="list-style-type: none"> <li>• Test/Quizzes</li> <li>• Class work/participation</li> <li>• Homework</li> </ul> | <p>NBEA<br/>Mgmt: XII<br/>A, B, C, D<br/>13.3.11 A<br/>13.3.11 F<br/>13.3.11 G</p> |
| <p><b>XI. The Role of Government in Our Economy</b></p> | <p>11</p> | <p>Students will:</p> <ul style="list-style-type: none"> <li>◆ Name four ways in which government regulates business</li> <li>◆ Name five aspects of the government's role in society</li> <li>◆ Name three items that the national government provides and three items that local governments provide</li> <li>◆ Explain how government can stimulate or restrict economic activities</li> </ul> | <p>A, L</p> | <ul style="list-style-type: none"> <li>• Classroom discussion</li> <li>• Notes</li> <li>• Textbook applications</li> <li>• Vocabulary reinforcement</li> <li>• Technology integration</li> </ul> | <ul style="list-style-type: none"> <li>• Test/Quizzes</li> <li>• Class work/participation</li> <li>• Homework</li> </ul> | <p>NBEA<br/>Entr. A, B<br/>13.1.11 A</p>   |