

Business Education Planned Course: Introduction to Business – Grades 9-12

- State Curriculum Standards:
- 1.1.11D Identify, describe, evaluate and synthesize the essential ideas in text. Assess those reading strategies that were most effective in learning from a variety of texts.
 - 1.1.11E Establish a reading vocabulary by identifying and correctly using new words acquired through the study of their relationship to other words. Use dictionary or related reference.
 - 1.1.11F Understand the meaning of and apply key vocabulary across the various subject areas.
 - 1.5.11B Write using well-developed content appropriate for the topic.
 - Gather, determine validity and reliability of, analyze and organize information.
 - Employ the most effective format for purpose and audience.
 - Write fully developed paragraphs that have details and information specific to the topic and relevant to the focus.
 - 1.5.11C Write with controlled and/or subtle organization.
 - Sustain a logical order throughout the piece
 - Include an effective introduction and conclusion.
 - 1.5.11D Write with a command of the stylistic aspects of composition.
 - Use different types and lengths of sentences.
 - Use precise language.
 - 1.5.11F Edit writing using the conventions of language.
 - Spell all words correctly.
 - Use capital letter correctly.
 - Punctuate correctly (periods, exclamation points, question marks, commas, quotation marks, apostrophes, colons, semicolons, parentheses, hyphens, brackets, ellipses).
 - Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions and interjections properly.
 - Use complete sentences (simple, compound, complex, declarative, interrogative, exclamatory and imperative).
 - 1.6.11A Listen to others.
 - Ask clarifying questions.
 - Synthesize information, ideas and opinions to determine relevancy.
 - 1.6.11C Speak using skills appropriate to formal speech situations.
 - Use a variety of sentence structures to add interest to a presentation.
 - Pace the presentation according to audience and purpose.
 - Adjust stress, volume and inflection to provide emphasis to ideas or influence the audience.

- 1.6.11D Contribute to discussions.
 - Ask relevant, clarifying questions.
 - Respond with relevant information or opinions to questions asked.
 - Introduce relevant, facilitating information, ideas and opinions to enrich discussion.
 - Paraphrase and summarize as needed.
- 1.6.11E Participate in small and large group discussions and presentations.
- 1.8.11A Select and refine a topic for research.
- 1.8.11B Locate information using appropriate sources and strategies.
 - Evaluate the importance and quality of the sources.
 - Use traditional and electronic search tools.
- 1.8.11C Organize, summarize and present the main ideas from research.
 - Take notes relevant to the research topic.
 - Give precise, formal credit for others' ideas, images or information using a standard method of documentation.
 - Use formatting techniques (e.g., heading, graphics) to aid reader understanding.
- 2.2.11A Develop and use computation concepts, operations and procedures with real numbers in problem-solving situations.
- 2.5.11A Select and use appropriate mathematical concepts and techniques from different areas of mathematics and apply them to solving non-routine and multi-step problems.
- 2.8.11R Create and interpret functional models.
- 3.7.12D Evaluate the effectiveness of computer software to solve specific problems.
 - Evaluate the effectiveness of software to produce an output and demonstrate process.
 - Design and apply advanced multimedia techniques.
 - Analyze, select and apply the appropriate software to solve complex problems.
 - Evaluate the effectiveness of the computer as a presentation tool.
 - Analyze the legal responsibilities of computer users.
- 5.3.12D Evaluate how independent government agencies create, amend and enforce regulations.
- 5.4.12A Analyze the impact of international economic, technological and cultural developments on the government of the United States.
- 6.2.12E Predict how changes in supply and demand affect equilibrium price and quantity sold.
- 6.2.12F Identify and analyze forces that can change price.
 - Government actions
 - Weather conditions
 - International events
- 6.3.12B Evaluate the economic reasoning behind a choice.
- 6.3.12C Evaluate the allocation of resources used to produce goods and services.
- 6.3.12E Analyze opportunity cost of decisions by individuals, businesses, communities, nations.

- 6.5.12B Evaluate how changes in education, incentives, technology and capital investment alter productivity.
- 6.5.12D Analyze the role of profits and losses in the allocation of resources in a market economy.
- 6.5.12F Assess the impact of entrepreneurs on the economy.
- 6.5.12H Evaluate benefits and costs of changes in interest rates for individuals and society.
- 13.1.11A Analyze career options based on student interests, abilities, aptitudes and accomplishments.
- 13.1.11B Analyze how the changing male/female roles relate to career choice.
- 13.1.11C Evaluate the opportunities for career preparation.
 - Cooperative education
 - Internship
 - Job shadowing
 - Part time employment
 - Registered apprenticeship
 - School-based enterprise
 - Volunteerism
- 13.1.11D Justify the selection of a career.
- 13.1.11E Evaluate the opportunities for the transition from secondary to postsecondary education, training or work.
 - Two-year degree
 - Four-year degree
 - Immediate employment
 - Industry training
 - Military training
 - Part-time employment
 - Full-time employment
 - Professional degree
 - Registered apprenticeship
 - Tech prep
- 13.1.11F Evaluate individual career plan using decision-making skills.
- 13.1.11G Analyze the opportunity cost/benefit of continuous learning.
- 13.2.11D Identify sources of health, safety, and regulatory practices and their effect on the work environment.

Business Education Planned Course: Introduction to Business - Grades 9 - 12

Unit: **Keyboarding - Alphabetic**

Content Standard: **Learn letter keys.**

Course Content	Student Performance	Resources	Assessments
A. Correct Technique for Keying Home Keys, Space Bar and Enter Key	<ul style="list-style-type: none"> Strike each key with proper finger Use thumb for space bar 	<ul style="list-style-type: none"> <u>Century 21 Computer Applications and Keyboarding</u>, Sixth Edition, 2006 	<ul style="list-style-type: none"> Student-keyed skill building assignments: 1D, 1F, 1G, 1H
B. Correct Technique for Keying the Letters H and E	<ul style="list-style-type: none"> Use enter key properly 	<ul style="list-style-type: none"> IBM Compatible computer 	<ul style="list-style-type: none"> Student-keyed skill building assignments: 2A, 2B, 2C, 2D, 2E
C. Correct Technique for Keying the Letters I and R	<ul style="list-style-type: none"> Learn to key each new reach with correct finger and technique 	<ul style="list-style-type: none"> Software: <u>Microsoft Word for Windows</u> and <u>MicroType 4</u> keyboarding software 	<ul style="list-style-type: none"> Student-keyed skill building assignments: 3A, 3B, 3C, 3D, 3E, 3F
D. Correct Technique for Keying the Letters O and T	<ul style="list-style-type: none"> Review and practice reaches learned in previous lessons 		<ul style="list-style-type: none"> Student-keyed skill building assignments: 4A, 4B, 4C, 4D, 4E, 4F
E. Correct Technique for Keying the Letters N and G	<ul style="list-style-type: none"> Increase rate of keying 		<ul style="list-style-type: none"> Student-keyed skill building assignments: 5A, 5B, 5C, 5D, 5E, 5F
F. Correct Technique for Keying Left Shift and Period Keys	<ul style="list-style-type: none"> Apply proper spacing after punctuation symbols 		<ul style="list-style-type: none"> Student-keyed skill building assignments: 6A, 6B, 6C, 6D, 6E, 6F
G. Correct Technique for Keying the Letters U and C			<ul style="list-style-type: none"> Student-keyed skill building assignments: 7A, 7B, 7C, 7D, 7E, 7F
H. Correct Technique for Keying Letter W and Right Shift Key			<ul style="list-style-type: none"> Student-keyed skill building assignments: 8A, 8B, 8C, 8D, 8E
I. Correct Technique for Keying the Letters B and Y			
J. Correct Technique for Keying the Letters M and X			

Business Education Planned Course: Introduction to Business - Grades 9 - 12

Course Content	Student Performance	Resources	Assessments
<p>K. Correct Technique for Keying Letters P and V</p> <p>L. Correct Technique for Keying Letter Q and Comma Keys</p> <p>M. Correct Technique for Keying Letter Z and Colon Key</p> <p>N. Correct Technique for Keying Caps Lock, Question Mark, and Tabulator Key</p> <p>O. Correct Technique for Keying Apostrophe, Hyphen and Quote Keys</p>			<ul style="list-style-type: none"> • Language and writing skills activities • MicroType numeric keyboarding lessons 1-12 <p><u>Remediation & Enrichment</u></p> <ul style="list-style-type: none"> • Additional practice drills in text • Practice drills using <u>MicroType 4</u>

Business Education Planned Course: Introduction to Business - Grades 9 - 12

Unit: **Keyboarding - Numeric**

Content Standard: **Learn number and symbol keys.**

Course Content	Student Performance	Resources	Assessments
<p>A. Correct Technique for Keying 8 and 1</p> <p>B. Correct Technique for Keying 9 and 4</p> <p>C. Correct Technique for Keying 0 and 5</p> <p>D. Correct Technique for Keying 7 and 3</p> <p>E. Correct Technique for Keying 6 and 2</p> <p>F. Correct Technique for Keying /, \$, ! and %, <, ></p> <p>G. Correct Technique for Keying #, &, +, @, (,)</p> <p>H. Correct Technique for Keying =, _ , *, , [,]</p>	<ul style="list-style-type: none"> • Strike each key with proper finger • Use thumb for space bar • Use enter key properly • Learn to key each new reach with correct finger and technique • Review and practice reaches learned in previous lessons • Increase rate of keying • Apply proper spacing after punctuation symbols 	<ul style="list-style-type: none"> • <u>Century 21 Computer Applications and Keyboarding</u>, Sixth Edition, 2006 • IBM Compatible computer • Software: <u>Microsoft Word for Windows</u> and <u>MicroType 4</u> keyboarding software 	<ul style="list-style-type: none"> • Student-keyed skill building assignments: 13B, 13C, 13D • Student-keyed skill building assignments: 14B, 14C, 14D • Language and writing skills activities • MicroType numeric keyboarding lessons 1-12 <p><u>Remediation & Enrichment</u></p> <ul style="list-style-type: none"> • Additional practice drills in text • Practice drills using <u>MicroType 4</u>

Business Education Planned Course: Introduction to Business - Grades 9 - 12

Unit: **Consumerism**

Content Standard: **Demonstrate an understanding of how consumers use the economic decision-making process to purchase goods and services using economic resources.**

Course Content	Student Performance	Resources	Assessments
A. Needs and Wants B. Goods and Services C. Economic Resources D. Scarcity E. Economic Choices F. Comparison Shopping G. Unit Pricing H. Sales I. Brands – House vs. National J. Types of Merchants K. Smart Shopping Tips L. Consumer Price Index	<ul style="list-style-type: none"> • Differentiate between needs and wants • Identify businesses as goods-related, service-related, or a combination • Give examples of natural, capital & human resources • Define the basic economic problem (scarcity) • List and give examples of the six-step economic decision-making process • Define comparison shopping • Demonstrate how to calculate unit pricing • Give examples of promotional, clearance and special purchase sales • Compare national brands vs. “house” brands • Define and give examples of different types of merchants • List “smart shopping tips” that will make shopping more efficient • Define “price index” 	<ul style="list-style-type: none"> • <u>Introduction to Business</u> (South Western Publishing, 2000) • Teacher-made Powerpoint notes • Teacher-made transparencies • Teacher-made evaluation materials 	<ul style="list-style-type: none"> • Activity sheets • Question/answer sessions • Unit pricing activities • Teacher-made quizzes/tests • Standardized quizzes/tests

Business Education Planned Course: Introduction to Business - Grades 9 - 12

Unit: **Banking**

Content Standard: **Develop and demonstrate how to maintain a check register.**

Course Content	Student Performance	Resources	Assessments
A. Advantages of Keeping Money in Bank B. Debit Cards vs. Credit Cards C. Banking Services D. Financial Institutions E. Deposit Tickets F. Check Forms G. Check Register H. Maintaining an Account I. Balancing Checkbook	<ul style="list-style-type: none"> List advantages of keeping money in an account rather than loose at home Describe the differences between credit card and debit card List/define a variety of banking services List/define the different types of financial institutions Complete deposit tickets Complete check forms Record transactions in a check register Accurately maintain a check register with a variety of types of transactions Reconcile the bank's balance to the checkbook balance 	<ul style="list-style-type: none"> <u>Introduction to Business</u> (South Western Publishing, 2000) Teacher-made Powerpoint notes Teacher-made transparencies Teacher-made evaluation materials Websites: deluxe.com and practicalmoneyskills.com Teacher-made simulation Field trip to local bank 	<ul style="list-style-type: none"> Activity sheets Banking forms Question/answer sessions Teacher-made quizzes/tests Standardized quizzes/tests Teacher-made banking simulation

Business Education Planned Course: Introduction to Business - Grades 9 - 12

Unit: **Credit**

Content Standard: **Develop understanding of the types of credit available, how interest is computed, and how to avoid the pitfalls of overuse of credit.**

Course Content	Student Performance	Resources	Assessments
A. Creditor vs. Debtor B. Types of Credit C. Users of Credit D. The 3 Cs of Credit E. Benefits of Credit F. Precautions of Credit	<ul style="list-style-type: none">• Define the parties involved in credit: creditor and debtor• Give examples and identify examples of loan credit, sales credit, and trade credit• Give examples of what the 3 users of credit use credit for: individual consumers, businesses, and government• Define and give examples of the 3 Cs of credit• List all the benefits of using credit• List precautions or pitfalls of overusing credit	<ul style="list-style-type: none">• <u>Introduction to Business</u> (South Western Publishing, 2000)• Teacher-made Powerpoint notes• Teacher-made transparencies• Teacher-made evaluation materials• Website: practicalmoneyskills.com• Movie: <u>Maxed Out!</u>	<ul style="list-style-type: none">• Activity sheets• Credit applications• Question/answer sessions• Teacher-made quizzes/tests• Standardized quizzes/tests

Business Education Planned Course: Introduction to Business - Grades 9 - 12

Unit: **Career Awareness and Preparation**

Content Standard: **Discuss preparation needed for a career in the field of business; abilities and aptitudes, workplace roles, local career preparation opportunities, career selection influences, career plan components.**

Course Content	Student Performance	Resources	Assessments
A. Career Research Paper <ul style="list-style-type: none"> • Introduction • Skills • Education/training • Work environment • Hours • Duties and responsibilities • Personality • Location • Advancement • Job outlook • Pay • Rewards • Closing 	<ul style="list-style-type: none"> • Research a career of their choice in detail • Report findings in a complete, type-written research paper with a reference page and cover page • Interview someone from the community in the student's desired career field 	<ul style="list-style-type: none"> • Microsoft Word • <u>Choices</u>, Human Resources Development Canada, Canada, 2000 • <u>Coin Career Guidance Systems</u>, COIN Education Products, Toledo, Ohio, 2002 • <u>Career Perspectives Software Series</u>, Chronicle Guidance Publication, Inc. Moravia, NY, 1997 • <u>ExPan</u> (the Comprehensive Guidance and Admissions Network) The College Board, New York, NY, 1999 • <u>Career World Magazine</u> • Resource people from within the community 	<ul style="list-style-type: none"> • Activity sheets • Question/answer sessions • Teacher-made quizzes/tests • Standardized quizzes/tests • Career report • Career report presentation

Business Education Planned Course: Introduction to Business - Grades 9 - 12

Unit: **Employment Unit**

Content Standard: **Discuss items needed for career acquisition: Interviewing skills, resources, career acquisition documents, career planning portfolios.**

Course Content	Student Performance	Resources	Assessments
A. Job Applications B. Letters of Application C. Résumé D. Interviews	<ul style="list-style-type: none">• Discuss how to compose a letter of application and a personal data sheet, and how to fill out an employment application form• Résumé• Interviewing (Ch. 7)<ul style="list-style-type: none">• Typical interview questions• Beginning new job (Ch. 8)• Workplace ethics (Ch. 9)• Developing positive attitude	<ul style="list-style-type: none">• <u>Introduction to Business</u> (South Western Publishing, 2000)• Teacher-made transparencies• Local employment application forms• Guest interviewers from within community• Microsoft Word	<ul style="list-style-type: none">• Activity sheets• Completed job applications• Student-created letter of application• Student-created résumé• Question/answer sessions• Tests• Mock interview• Teacher-made tests• Standardized tests

Business Education Planned Course: Introduction to Business - Grades 9 - 12

Unit: **Entrepreneurship**

Content Standard: **Develop a business plan for a start-up business including marketing items and financial data.**

Course Content	Student Performance	Resources	Assessments
A. Meeting Needs and/or Wants To in Society	<ul style="list-style-type: none"> • Create a team with a partner or two who have similar interests • Identify a need or want that needs to be filled in society 	<ul style="list-style-type: none"> • Teacher-made activity packet • Teacher-made evaluation materials 	<ul style="list-style-type: none"> • Question/answer sessions • Group project • Group presentation
B. Target Markets	<ul style="list-style-type: none"> • Identify target market that might buy your product 	<ul style="list-style-type: none"> • Microsoft Word 	<ul style="list-style-type: none"> • Microsoft Word documents
C. Marketing Strategies	<ul style="list-style-type: none"> • Create a prototype of product • Create an attractive cover sheet for business plan • Create 2 or 3 marketing tools to advertise your product using a variety of advertising media 	<ul style="list-style-type: none"> • Microsoft Excel • Microsoft Publisher 	<ul style="list-style-type: none"> • Microsoft Excel spreadsheets • Microsoft Publisher publications
D. Estimated Income and Expenses	<ul style="list-style-type: none"> • Estimate first 12 month's income and expenses for your business 		

APPENDIX: PSSA ANCHORS

<u>ANCHORS COVERED:</u> each unit will cover one or more of the following determined in the creation of daily lesson plans.	<u>PSSA RELATED ACTIVITIES</u>
<u>Reading</u> 1.1 Learning to Read Independently 1.2 Reading Critically in All Content Areas 1.3 Reading Analyzing and Interpreting Literature 1.4 Types of Writing 1.5 Quality of Writing 1.6 Speaking and Listening 1.8 Research	<ul style="list-style-type: none"> ▪ Students will silent read text and articles ▪ Students will read text aloud ▪ Students must interpret and follow instructions ▪ Students will give classroom presentations ▪ Students research information related to class curriculum ▪ Students will create important business related documentation ▪ Students will take notes ▪ Students will understand new vocabulary ▪ Students will listen and acknowledge the contributions of others ▪ Students will read articles ▪ Students will extract critical information from articles ▪ Students will prepare reports ▪ Students will participate in mock interviews ▪ Students will present multimedia presentations
<u>Math</u> 2.2 Computation and Estimation 2.3 Measurement and Estimation 2.4 Mathematical Reasoning and Connections 2.5 Mathematical Problem Solving and Communication 2.7 Probability and Predictions	<ul style="list-style-type: none"> ▪ Students will determine financial data related to running a business ▪ Students will estimate payroll and benefit needs of a business ▪ Students will analyze the costs associated with opening a business ▪ Students will perform calculations using formulas and functions ▪ Students will create charts and worksheets ▪ Students will analyze the results of business transactions upon cash flow

Business Education Planned Course: Introduction to Business - Grades 9 - 12

Career Awareness	
13.1.11 A	
13.1.11.B	
13.1.11 E	
13.1.11.F	<ul style="list-style-type: none"> • Students will relate careers to individual interests, abilities, and aptitudes • Students will analyze career options based on personal interest, abilities, aptitudes, achievements and goals. • Students will justify the selection of a career. • Students will analyze the relationship between career choices and career preparation opportunities, such as, but not limited to: <ul style="list-style-type: none"> Associated degree Baccalaureate degree Certificate/licensure Entrepreneurship Immediate part/full time employment Industry training Military training Professional degree Registered apprenticeship Tech Prep Vocational Rehabilitation Centers
13.2.11.A	<ul style="list-style-type: none"> • Students will apply effective speaking and listening skills used in a job interview.
13.2.11.C	<ul style="list-style-type: none"> • Students will develop and assemble, for career portfolio placement, career acquisition documents, such as, but not limited to: <ul style="list-style-type: none"> Job application Letter of appreciation following an interview Letter of introduction Postsecondary education/training applications Request for letter of recommendations Resume
13.3.11.A	<ul style="list-style-type: none"> • Students will evaluate personal attitude and work habits that support career retention and advancement.
13.2.11.G	<ul style="list-style-type: none"> • Students will evaluate the impact of lifelong learning on career retention and advancement.