



Wethersfield Public Schools

WHS Curriculum: Introduction to Business

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| Grade(s) | 9-12 |
| Unit Title and Purpose | Unit 1: The Economy and You |
| Timeframe | 5 weeks |
| Vision of the Graduate | |
| Communicator: Students exchange ideas and information with others of diverse backgrounds and viewpoints. Problem Solver: Students actively apply knowledge with empathy to both personal and to community issues. Collaborator: Students actively participate and share ideas while working toward a common goal. | |
| Unit Priority Standards | |
| MBA Research-Business Administration Standards: Economics. Understands the economic principles and concepts fundamental to business operations. Business Administration: Economics: Performance Element. Understand the nature of business to show its contributions to society. Business Administration: Economics: Performance Element. Acquire knowledge of the impact of government on business activities to make informed economic decisions. Business Administration: Economics: Performance Element. Understand economic indicators to recognize economic trends and conditions. Business Administration: Economics: Performance Element. Understand fundamental factors about entrepreneurship to recognize its role and importance in the economy. | |
| Unit Supporting Standards | |
| Business Administration: Professional Development. Understands concepts, tools, and strategies used to explore, obtain, and develop in a business career Business Administration: Professional Development: Performance Element. Acquire self-development skills to enhance relationships and improve efficiency in the work environment. Business Administration: Communication Skills. Understands the concepts, strategies, and systems used to obtain and convey ideas and information Business Administration: Emotional Intelligence: Performance Element. Use communication skills to foster open, honest communications. Business Administration: Emotional Intelligence: Performance Element. Develop personal traits to foster career advancement. Business Administration: Professional Development: Performance Element. Utilize critical-thinking skills to determine best options/outcomes. Business Administration: Information Management: Performance Element. Utilize information-technology tools to manage and perform work responsibilities. CTE Performance Standards-Computer Information Systems: D6. Apply a variety of input technologies to maximize productivity. CCSS.ELA-LITERACY.WHST.11-12.8. 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. | |



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CCSS.ELA-LITERACY.RST.11-12.7. 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.

Essential Questions

What is an economy?

How do my decisions affect the economy?

How does society decide what to produce?

What is the relationship between consumers, businesses and the government?

Why should businesses act ethically?

| Performance Expectations: Skills | Performance Expectations: Essential Knowledge/Concepts |
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| <ol style="list-style-type: none"> 1. Compose a personal business letter 2. Create an infographic 3. Create informative slides presentation 4. Practice time management 5. Demonstrate social (professional) skills for business 6. Use technology to enhance productivity 7. Work productively in teams 8. Graph to understand economic concepts | <ol style="list-style-type: none"> 1. Principle of scarcity 2. Law of supply and demand 3. Profit motive 4. Business activities 5. Impact of competition 6. Distinguish between goods and services 7. Factors of production 8. Business Cycle 9. Economic Indicators 10. Economic Growth 11. Limited resources 12. Renewable vs. nonrenewable resources 13. Types of labor 14. Means of production (capital resources) 15. Income inequality 16. Business ethics 17. Corporate social responsibility |
| Student Learning Tasks & Resources | Suggested Teacher Materials & Resources |
| <ul style="list-style-type: none"> • Provide examples of inputs in order to produce a product • Compare and contrast economic systems, and describe the economic system of the United States • Conduct business cycle analysis • Discuss the three economic questions that an economic system must answer; answer these in relation to different economic systems • Explain the impact of competition on market economy • Distinguish between goods and services | <ul style="list-style-type: none"> • Text: Introduction to Business, Glencoe • Audio/video resources • Online resources • Career video series (360 Learn, WHS website) • MBA Research ethical leadership modules |



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| <ul style="list-style-type: none">● Appraise the contribution of entrepreneurship to the economy● Writing task on entrepreneurship● Describe supply and demand orally and with graphs● Articulate a definition of gross domestic product● Interpret economic data● Describe future concerns of economic growth● Identify economic indicators for consumer spending● Compose a personal business letter to the mayor about current state of economy based on primary and secondary research● Identify and set goals using professionalism rubric criteria● Explore and learn about business careers● Research how companies are ethical and engage in social responsibility● Justify the importance of business ethics | |
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| Grade(s) | 9-12 |
| Unit Title and Purpose | Unit 2: Owning and Operating a Business |
| Timeframe | 5 weeks |
| Vision of the Graduate | |
| Communicator: Students exchange ideas and information with others of diverse backgrounds and viewpoints. Problem Solver: Students actively apply knowledge with empathy to both personal and to community issues. Collaborator: Students actively participate and share ideas while working toward a common goal. | |
| Unit Priority Standards | |
| Business Administration: Entrepreneurship. Understands the concepts, processes, and skills associated with identifying new ideas, opportunities, and methods and with creating or starting a new project or venture Business Administration: Strategic Management. Understands tools, techniques, and systems that affect a business's ability to plan, control, and organize an organization/department Business Administration: Economics. Understands the economic principles and concepts fundamental to business operations Business Administration: Business Law: Performance Element. Apply knowledge of business ownership to establish and continue business operations. Business Administration: Economics: Performance Element. Understand the nature of business to show its contributions to society. Business Administration: Strategic Management: Performance Element. Recognize management's role to understand its contribution to business success Business Administration: Strategic Management: Performance Element. Utilize planning tools to guide organization's/department's activities. | |
| Unit Supporting Standards | |
| Business Administration: Professional Development. Understands concepts, tools, and strategies used to explore, obtain, and develop in a business career Business Administration: Communication Skills. Understands the concepts, strategies, and systems used to obtain and convey ideas and information Business Administration: Emotional Intelligence: Performance Element. Use communication skills to foster open, honest communications. Business Administration: Professional Development: Performance Element. Acquire self-development skills to enhance relationships and improve efficiency in the work environment. Business Administration: Professional Development: Performance Element. Utilize critical-thinking skills to determine best options/outcomes. Business Administration: Emotional Intelligence: Performance Element. Develop personal traits to foster career advancement. Business Administration: Informational Management: Performance Element. Utilize information-technology tools to manage and perform work responsibilities. CTE Performance Standards-Computer Information Systems: D6. Apply a variety of input technologies to maximize productivity. | |



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CCSS.ELA-LITERACY.WHST.11-12.8. 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.

CCSS.ELA-LITERACY.RST.11-12.7. 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.

Essential Questions

How are businesses formed and organized?

What is the role of entrepreneurship in the economy?

How are management functions interrelated?

In what ways do management styles and leadership differ between companies?

How do different areas of business relate to each other?

| Performance Expectations: Skills | Performance Expectations: Essential Knowledge/Concepts |
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| <ol style="list-style-type: none"> 1. Demonstrate organization and time management 2. Demonstrate personal and interpersonal skills for business, Demonstrate active listening 3. Design an effective newsletter 4. Use technology to enhance productivity 5. Work productively in teams 6. Create visual representations to enhance understanding and knowledge 7. Conduct primary and secondary research | <ol style="list-style-type: none"> 1. Functions of management 2. Management styles 3. Levels of management in a business 4. Major forms of business ownership 5. Principles in designing an effective organization 6. Importance of entrepreneurship in the economy 7. Opportunities and risks of entrepreneurship 8. Characteristics of small businesses 9. Elements of a business plan 10. Leadership skills and the characteristics of an effective leader 11. Human relations skills and qualities needed by managers and leaders 12. Ethical management 13. Management careers 14. E Commerce |
| Student Learning Tasks & Resources | Suggested Teacher Materials & Resources |
| <ul style="list-style-type: none"> ● Identify characteristics and skills of successful entrepreneurs ● Compare and contrast types of business organizations ● Define and apply the four functions of management ● Visually represent/diagram corporate structure ● Describe the levels of management in businesses | <ul style="list-style-type: none"> ● Text: Introduction to Business, Glencoe ● Audio/video resources ● Career video series (360 Learn, WHS website) ● MBA Research ethical leadership modules |



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| <ul style="list-style-type: none">● Identify & explain the importance of human relations skills needed by managers and leaders● Justify the need for ethical management● Discuss and summarize the components of a business plan● Recognize other specialized business ownership forms● Create concept map on business types● Design and create newsletter on management functions, skills and levels● Research careers in management● Create a role play between two successful entrepreneurs● Research aspects of E Commerce and present to class● Debate the pros and cons of franchising● Create a vision board including a personal mission statement | |
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| Grade(s) | 9-12 |
| Unit Title and Purpose | Unit 3: Business in Global Economy |
| Timeframe | 2 weeks |
| Vision of the Graduate | |
| Communicator: Students exchange ideas and information with others of diverse backgrounds and viewpoints. Problem Solver: Students actively apply knowledge with empathy to both personal and to community issues. Collaborator: Students actively participate and share ideas while working toward a common goal. | |
| Unit Priority Standards | |
| Business Administration: Economics. Understands the economic principles and concepts fundamental to business operations Business Administration: Economics: Performance Element. Understand the nature of business to show its contributions to society Business Administration: Economics: Performance Element. Understand global trade's impact to aid business decision-making | |
| Unit Supporting Standards | |
| Business Administration: Communication Skills. Understands the concepts, strategies, and systems used to obtain and convey ideas and information Business Administration: Emotional Intelligence: Performance Element. Use communication skills to foster open, honest communications. Business Administration: Professional Development: Performance Element. Acquire self-development skills to enhance relationships and improve efficiency in the work environment. Business Administration: Professional Development: Performance Element. Utilize critical-thinking skills to determine best options/. Business Administration: Information Management: Performance Element. Utilize information-technology tools to manage and perform work responsibilities. CTE Performance Standards-Computer Information Systems: D6. Apply a variety of input technologies to maximize productivity. CCSS.ELA-LITERACY.WHST.11-12.8. 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. CCSS.ELA-LITERACY.RST.11-12.7. 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. | |
| Essential Questions | |
| How does international trade impact businesses and the economy? How does globalization create economic interdependence among nations? What is the role of the United States in the global economy? | |
| Performance Expectations: Skills | Performance Expectations: Essential Knowledge/Concepts |



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| <ol style="list-style-type: none"> 1. Demonstrate organization and time management 2. Demonstrate personal and interpersonal skills for business 3. Read and interpret graphs 4. Distinguish and apply marketing mix components 5. Enter and analyze data using Excel 6. Write an effective argumentative essay Work productively in teams 7. Use technology to enhance productivity | <ol style="list-style-type: none"> 1. Reasons for growth in international trade 2. Economic interdependence among nations 3. Protectionism methods 4. Government actions that promote competition and free trade 5. Impact of global competition 6. Interdependence as a result of international trade 7. Balance of trade 8. Exchange rates 9. Economic impact of international trade 10. World Trade Organization 11. Specialization 12. Comparative advantage |
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| Student Learning Tasks & Resources | Suggested Teacher Materials & Resources |
| <ul style="list-style-type: none"> • Debate pros and cons of free trade • Research the impact of trade on business operations and summarize findings in a report • Collect data on international trade; use Excel to compile and analyze the data to demonstrate economic interdependence • Evaluate and discuss the impact of the globalization on U.S. economy • Illustrate trade barriers using concept mapping • Describe different ways companies specialize and gain comparative advantage • Write a story about the impact of global trade on business organizations and the economy | <ul style="list-style-type: none"> • Text: Introduction to Business, Glencoe • Audio/video resources • Career video series (360 Learn, WHS website) • MBA Research ethical leadership modules |



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| Grade(s) | 9-12 |
| Unit Title and Purpose | Unit 4: Marketing |
| Timeframe | 2 weeks |
| Vision of the Graduate | |
| Communicator: Students exchange ideas and information with others of diverse backgrounds and viewpoints. Problem Solver: Students actively apply knowledge with empathy to both personal and to community issues. Collaborator: Students actively participate and share ideas while working toward a common goal. | |
| Unit Priority Standards | |
| Business Administration: Marketing. Understands the tools, techniques, and systems that businesses use to create exchanges and satisfy organizational objectives Business Administration: Marketing: Performance Element. Understand marketing's role and function in business to facilitate economic exchanges with customers. Business Administration: Marketing: Performance Element. Acquire foundational knowledge of customer/client/business behavior to understand what motivates decision-making. | |
| Unit Supporting Standards | |
| Business Administration: Communication Skills. Understands the concepts, strategies, and systems used to obtain and convey ideas and information Business Administration: Emotional Intelligence: Performance Element. Use communication skills to foster open, honest communications. Business Administration: Professional Development: Performance Element. Acquire self-development skills to enhance relationships and improve efficiency in the work environment. Business Administration: Professional Development: Performance Element. Utilize critical-thinking skills to determine best options/. Business Administration: Information Management: Performance Element. Utilize information-technology tools to manage and perform work responsibilities. CTE Performance Standards-Computer Information Systems: D6. Apply a variety of input technologies to maximize productivity. CCSS.ELA-LITERACY.WHST.11-12.8. 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. CCSS.ELA-LITERACY.RST.11-12.7. 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. | |
| Essential Questions | |
| Why is marketing beneficial to consumers and business organizations? What is the purpose of marketing? How are products created & developed? What are the economic benefits of marketing? | |
| Performance Expectations: | Performance Expectations: |



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| Skills | Essential Knowledge/Concepts |
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| <ol style="list-style-type: none"> 1. Demonstrate organization and time management 2. Demonstrate personal and interpersonal skills for business 3. Read and interpret graphs 4. Distinguish and apply marketing mix components 5. Enter and analyze data using Excel 6. Develop a new product 7. Take a position and justify it through debate 8. Work productively in groups 9. Use technology to enhance productivity 10. Illustrate a trademark/brand 11. Create a presentation and present to class 12. Analyze pricing strategies 13. Perform calculations to determine break even, mark up price, gross margin, revenue and profit | <ol style="list-style-type: none"> 1. Purpose and benefits of marketing 2. Core functions of marketing 3. How each component of the marketing mix contributes to successful marketing 4. Ethical and unethical marketing practices 5. The economic benefits of marketing and how they relate to the economy 6. Pricing strategies 7. Product research & development 8. Determining demand using market research 9. Elements of successful packaging |
| Student Learning Tasks & Resources | Suggested Teacher Materials & Resources |
| <ul style="list-style-type: none"> • Develop definition of marketing • Compare and contrast pricing strategies • Calculate break even, mark up price, gross margin, revenue and profit • Create a diagram illustrating steps in product development • Research and provide examples of marketing promotions • Write a comparative essay on benefits, limitations and disadvantages of marketing • Justify the need for ethical marketing practices • Identify marketing research methods • Explain how utilities help to satisfy consumers and how to apply these to a product • Develop a new product based on demand and market analysis • Create a presentation on the marketing mix elements and how it affects the success factor of marketing strategies • Debate whether or not marketing is essential and how business organizations would function without it • Create a Google drawing to illustrate a trademark or logo | <ul style="list-style-type: none"> • Text: Introduction to Business, Glencoe • Audio/video resources • Career video series (360 Learn, WHS website) • MBA Research ethical leadership modules |



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| Grade(s) | 9-12 |
| Unit Title and Purpose | Unit 5: Accounting & Finance |
| Timeframe | 3 weeks |
| Vision of the Graduate | |
| Communicator: Students exchange ideas and information with others of diverse backgrounds and viewpoints. Problem Solver: Students actively apply knowledge with empathy to both personal and to community issues. Collaborator: Students actively participate and share ideas while working toward a common goal. | |
| Unit Priority Standards | |
| Business Administration: Financial Analysis. Understands tools, strategies, and systems used to maintain, monitor, control, and plan the use of financial resources Business Administration: Financial Analysis: Performance Element. Implement accounting procedures to track money flow and to determine financial status. Business Administration: Financial Analysis: Performance Element. Acquire a foundational knowledge of finance to understand its nature and scope. Business Administration: Financial Analysis: Performance Element. Analyze financial needs and goals to determine financial requirements | |
| Unit Supporting Standards | |
| Business Administration: Communication Skills. Understands the concepts, strategies, and systems used to obtain and convey ideas and information Business Administration: Emotional Intelligence: Performance Element. Use communication skills to foster open, honest communications. Business Administration: Professional Development: Performance Element. Acquire self-development skills to enhance relationships and improve efficiency in the work environment. Business Administration: Professional Development: Performance Element. Utilize critical-thinking skills to determine best options/. Business Administration: Information Management: Performance Element. Utilize information-technology tools to manage and perform work responsibilities. CTE Performance Standards-Computer Information Systems: D6. Apply a variety of input technologies to maximize productivity. CCSS.ELA-LITERACY.WHST.11-12.8. 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. CCSS.ELA-LITERACY.RST.11-12.7. 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. | |
| Essential Questions | |
| How does financial information impact business decisions? In what ways is accounting the language of business? How and why are financial statements prepared? | |



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To what extent is accounting and finance necessary for business and personal use?

| Performance Expectations: Skills | Performance Expectations: Essential Knowledge/Concepts |
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| <ol style="list-style-type: none"> 1. Demonstrate organization and time management 2. Demonstrate personal and interpersonal skills for business 3. Read and interpret graphs 4. Create financial statements in Excel 5. Differentiate among different types of assets & liabilities 6. Calculate assets, liabilities and equity 7. Analyze financial information/statements | <ol style="list-style-type: none"> 1. accounting and finance careers 2. financial statements 3. components of a financial plan 4. budget 5. accounting equation 6. management of cash flow 7. types of assets 8. owner's equity 9. types of liabilities 10. financial risks 11. financial forecast/budget |
| Student Learning Tasks & Resources | Suggested Teacher Materials & Resources |
| <ul style="list-style-type: none"> • Develop definitions of accounting and finance • Calculate assets, liabilities and equity using accounting equation • Create a diagram comparing and contrast accounting and finance activities • Research finance and accounting careers • Create financial statements using Excel • Analyze authentic financial statements to determine if the company is financially stable and profitable • Write informational essay on accounting; explain using evidence why it's the language of business • Identify and analyze parts of a financial plan • Analyze documents to describe cash flow • Analyze problems to differentiate among different types of assets and liabilities | <ul style="list-style-type: none"> • Text: Introduction to Business, Glencoe • Audio/video resources • Career video series (360 Learn, WHS website) • MBA Research ethical leadership modules |