BUS Intro to Business Scales

**Unit: Economics**

**Reporting Cluster: Economics**

Topic: Economic Decisions, Systems and Activities

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|  | Knowledge:  Students demonstrate they have developed …. | Assessments:  By…. |
| **3** | Students demonstrate they have developed the understanding of (or ability to):   * Calculate GDP per capita * Describe factors that affect productivity * Describe what determines the movement in the business cycle from one phase to another * Describe causes of inflation and deflation and who is impacted by both |  |
| **2** | Students will recognize or recall specific vocabulary such as: needs, wants, goods, services, economic resources, opportunity costs, scarcity, economic decision-making, market system, traditional system, command system, mixed system, supply, demand, gross domestic product (GDP), unemployment rate, business cycle    Students demonstrate they have developed the understanding of (or ability to):   * Identify a need from a want * Identify a good from a service * Identify natural, human and capital resources * Demonstrate the steps in making a decision * Determine the opportunity cost of a decision * Identify types of economic systems such as traditional, command, market and mixed * Identify the different stages of the business cycle |  |

Topic: Global Economy

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|  | Knowledge:  Students demonstrate they have developed …. | Assessments:  By…. |
| **3** | Students demonstrate they have developed the understanding of (or ability to):   * Give examples of absolute advantage and comparative advantage * Identify multiple examples of infrastructure and how it affects productivity * Explain the four main factors that businesses must consider when doing international business * Describe how the different trade barriers affect international trade |  |
| **2** | Students will recognize or recall specific vocabulary such as: domestic business, imports, exports, trade deficit, trade surplus, exchange rate, trade barriers (quota, embargo, tariff), free-trade zone, free-trade agreement, common market, multinational company, global strategy, multinational strategy, licensing, franchising, joint venture  Students demonstrate they have developed the understanding of (ability to):   * Difference between domestic and multinational business * Difference between an import and an export * Difference between a trade surplus and a trade deficit * Locate the exchange rate for multiple currencies * Identify which trade barrier is being used * Identify global market entry modes being used |  |

**Unit: Business Organization**

**Reporting Cluster: Business Organization**

Topic: Social Responsibility

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|  | Knowledge:  Students demonstrate they have developed …. | Assessments:  By…. |
| **3** | Students demonstrate they have developed the understanding of (or ability to):   * Find specific examples of businesses demonstrating social responsibility and explain the benefits and costs of this decision * Determine whether an action by a business is ethical and explain reasoning * Explain how legal monopolies are regulated and why they are an exception to antitrust laws * Write a legal contract showing all four elements |  |
| **2** | Students will recognize or recall specific vocabulary such as: conservation, non-renewable resource, EPA, OSHA, ADA, interstate commerce, intrastate commerce, contract, intellectual property (patent, copyright, trademark), monopoly, income tax, property tax, sales tax  Students demonstrate they have developed the understanding of (or ability to):   * Identify a renewable resource from a non-renewable resource and the importance of conservation * Identify the roles of EPA, OSHA and ADA * Identify interstate commerce from intrastate commerce * Identify the four elements of a contract * Difference between a patent, copyright and trademark * Difference between an income tax, property tax and sales tax * Understand what a monopoly is and why it is illegal |  |

Topic: Organizational Structures

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|  | Knowledge:  Students demonstrate they have developed …. | Assessments:  By…. |
| **3** | Students demonstrate they have developed the understanding of (or ability to):   * Determine which form of ownership is most appropriate for a business based on specific circumstances * Write a mission statement, goals, policies and procedures for a business * Describe the importance of articles of incorporation, bylaws, board of directors for the corporate form of ownership * Explain the difference between a functional and matrix organizational chart and identify the positions in each |  |
| **2** | Students will recognize or recall specific vocabulary such as: contingent worker, producers, extractor, manufacturer, intermediaries, service business, proprietorship, partnership, corporation, S-corporation, limited liability company (LLC), nonprofit corporation, cooperative, franchise, mission statement, goal, policy, procedure, unity of command, span of control  Students demonstrate they have developed the understanding of (or ability to):   * Define contingent worker * Determine if a business is a producer, intermediary or service business * Identify the advantages and disadvantages of the three major forms of business ownership * Identify the purpose of the specialty business organizations * Identity examples of a mission statement, a goal, a policy and a procedure * Distinguish between unity of command and span of control |  |

Topic: Management and Leadership

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|  | Knowledge:  Students demonstrate they have developed …. | Assessments:  By…. |
| **3** | Students demonstrate they have developed the understanding of (or ability to):   * Explain how entrepreneurship and innovation impacts the economy * Prepare a business plan for a business you would like to start including how you would finance the business * Explain things you do to develop leadership skills * Explain and give examples of the kinds of influence a leader can use |  |
| **2** | Students will recognize or recall specific vocabulary such as: entrepreneur, Small Business Administration (SBA), business plan, start-up financing, short-term financing, long-term financing, venture capital, management (executives, mid-managers, supervisors), tactical management, strategic management, leadership, informal influence, formal influence  Students demonstrate they have developed the understanding of (or ability to):   * Identify characteristics of a successful entrepreneur * Identify the risks or problems involved in being an entrepreneur * Identify the purpose of a business plan * Difference between the types of financing needed for a business * Identify the specific job duties of a manager * Difference between tactical and strategic management styles * Identify characteristics of an effective leader * Define formal and informal influence * Identify government resources for starting and/or operating a business |  |

**Unit: Career Planning and Development**

**Reporting Cluster: Career Planning and Development**

Topic: Career Exploration

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|  | Knowledge:  Students demonstrate they have developed …. | Assessments:  By…. |
| **3** | Students demonstrate they have developed the understanding of (or ability to):   * Evaluate their interest/ability inventory and explain how their results fit into the workforce * Research a career that matches the results of their interest/ability inventory * Prepare a personal resume and cover letter * Role play an informational and employment interview |  |
| **2** | Students will recognize or recall specific vocabulary such as: career, career planning, career portfolio, informational interview, job shadow, internship, networking, values, talent, ability, application form, resume, references, cover letter, employment interview, follow-up letter, employee benefits, mentoring  Students demonstrate they have developed the understanding of (or ability to):   * Understand what a career is and why career planning in important * Understand the value of a career portfolio * Understand the difference between an informational and employment interview * Identify and distinguish between job shadow, internship, networking and mentoring * Complete an interest/ability inventory * Complete a sample job application * Understand the difference between a resume, references, cover letter and follow-up letter * Identify examples of employee benefits |  |