

Geneva CUSD 304

Content-Area Curriculum Frameworks

Grades 6-12

Business

<i>Mission Statement</i>	<p>In the Business Department, our mission is to:</p> <ul style="list-style-type: none"> • Provide a variety of subject areas. • Introduce students to current technologies and help develop proficiency. • Teach and encourage students to apply a decision-making process. • Enhance student understanding through hands-on experience. • Introduce students to career opportunities and related job skills needed to compete in the global marketplace. • Promote feelings of self-worth and provide for individual creativity.
<i>Course Sequence</i> (Grades 6-12)	<div style="display: flex; justify-content: space-between; align-items: flex-start;"> <div style="text-align: center;"> <p>9/10 General Business</p> </div> <div style="text-align: center;"> <p>→</p> </div> <div style="text-align: center;"> <p>10-12 Consumer Education*</p> </div> <div style="text-align: center;"> <p>→</p> </div> <div style="text-align: center;"> <p>11/12 Accounting I Accounting II Marketing I Marketing II International Business Business Law</p> </div> </div> <div style="display: flex; justify-content: space-between; align-items: flex-start;"> <div style="text-align: center;"> <p>9-12 Computer I</p> </div> <div style="text-align: center;"> <p>→</p> </div> <div style="text-align: center;"> <p>9-12 Essential Business Skills</p> </div> <div style="text-align: center;"> <p>→</p> </div> <div style="text-align: center;"> <p>10-12 Computer II Desktop</p> </div> </div> <p style="margin-left: 5%; margin-top: 10px;">Publishing</p> <p style="margin-left: 50%; margin-top: 10px;">Web Page Design</p> <p style="text-align: center; margin-top: 20px;">*state-mandated course</p>

Course Framework

Course Title Grade Level Semesters (1-2-3-4) Prerequisite	Marketing I 11-12 1 None
Course Description	This semester-long course focuses on understanding the value and power of marketing, including a full range of tool, ranging from product and service planning to marketing information management, financing, and distribution.
District-approved Materials and/or Resources	Virtual Business <ul style="list-style-type: none">- Text Book – Marketing Foundations and Functions, 1995 (South-Western)

Unit Frameworks

Unit of Study: major topics	Chapter 1 – Marketing Today	Resources that will support instruction <ul style="list-style-type: none"> - Internet - PowerPoint - Marketing Text Book (South-Western) - Chapter 1 W.S.
Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit	1.A.I.3 – Apply knowledge of roots and affixes to comprehend the meaning of unfamiliar or difficult words, terms or phrases. 1.A.I.4 – Identify and analyze the meanings of specialized vocabulary/terminology. 1.B.I.2 – Relate reading with information from other sources (e.g., prior knowledge, personal experience, other reading) using a variety of strategies. 4.B.I.1 – Communicate effectively the intended message. 4.B.I.10 – Discuss a problem within a group setting, list and evaluate possible solutions to attempt consensus. 4.B.I.3 – Use a variety of verbal and nonverbal cues (e.g., pauses, posture change, location, tone of voice.) 5.B.J.1 – Identify information most pertinent to task. 5.B.J.2 – Develop simple conclusions based on inductive and/or deductive reasoning. 14.B.I.4 – Analyze how cultural characteristics influence political practices (e.g., voting procedures, types of political campaigning). 16.D.I.2 – Compare and contrast how different groups of people reacted to diversity within their societies. 17.C.I.2 - Explain the different land use areas within cities in Illinois and the United States (e.g., residential, commercial, recreational). 18.B.J.3 - Assess the effect of technology on the status and role of individuals.	
Objectives <ul style="list-style-type: none"> ○ Conceptual ○ Factual ○ Procedural 	<ol style="list-style-type: none"> 1. Why Study Marketing? 2. Where does marketing take place? 3. What is marketing? 4. What is the marketing concept? 	
Assessments	<ul style="list-style-type: none"> - Chapter 1 Test - Chapter 1 W.S. 	Other Evidence

Unit of Study: major topics	Chapter 2 – Marketing supports business activities	Resources that will support instruction <ul style="list-style-type: none"> - Marketing Text Book (South-Western) - Internet - PowerPoint - Functions of a Business W.S.
Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit	1.A.I.3 – Apply knowledge of roots and affixes to comprehend the meaning of unfamiliar or difficult words, terms or phrases. 1.A.I.4 – Identify and analyze the meanings of specialized vocabulary/terminology. 1.B.I.2 – Relate reading with information from other sources (e.g., prior knowledge, personal experience, other reading) using a variety of strategies. 3.C.I.4 – Adjust voice, tone, vocabulary, and grammatical conventions according to both purpose and audience. 4.B.I.1 – Communicate effectively the intended message. 4.B.I.10 – Discuss a problem within a group setting, list and evaluate possible solutions to attempt consensus. 4.B.I.2 – Use effective verbal and nonverbal feedback (response) strategies to adjust message. 4.B.I.4 – Use language that is clear, audible, and appropriate. 4.B.I.5 – Use appropriate grammar, word choice, and pacing. 4.B.I.9 – Recognize and assume differing roles within a group. 17.A.J.2 - Explain the advantages for retailers to locate in malls rather than in dispersed locations (e.g., malls bring many large and small stores together in close proximity and take advantage of sharing costs for parking lots, lighting, and other utilities while providing convenience and time efficiency for customers).	
Objectives <ul style="list-style-type: none"> ○ Conceptual ○ Factual ○ Procedural 	<ol style="list-style-type: none"> 1. The need for marketing. 2. Marketing and the development of business. 3. The functions of a business. 4. Changing the role/definition of marketing. 5. Marketing in other organizations. 	
Assessments	<ul style="list-style-type: none"> - Group presentations of business functions. - Chapter 2 Test 	Other Evidence

<p>Unit of Study: major topics</p>	<p>Chapters 3 – What does society expect</p> <p>Chapter 6 – The basics of marketing</p> <p>Chapter 7 – Get ready for competition</p>	<p>Resources that will support instruction</p> <ul style="list-style-type: none"> - Internet - PowerPoint - Calculator - Marketing Text Book (South Western) - Local businesses - “You’ve Got Mail” – Movie - Market Share/Segmentation W.S. - Ethics Case studies
<p>Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit</p>	<p>1.A.I.3 – Apply knowledge of roots and affixes to comprehend the meaning of unfamiliar or difficult words, terms or phrases.</p> <p>1.A.I.4 – Identify and analyze the meanings of specialized vocabulary/terminology.</p> <p>1.B.I.2 – Relate reading with information from other sources (e.g., prior knowledge, personal experience, other reading) using a variety of strategies.</p> <p>1.B.I.5 – Analyze overall themes and discover coherence.</p> <p>3.C.I.1 – Compose informational writing (e.g., narrative, expository, persuasive, argumentative) that supports a topic or thesis statement with well-articulated evidence.</p> <p>4.B.I.4 – Use language that is clear, audible, and appropriate.</p> <p>4.B.I.1 – Communicate effectively the intended message.</p> <p>4.B.I.10 – Discuss a problem within a group setting, list and evaluate possible solutions to attempt consensus.</p> <p>4.B.I.2 – Use effective verbal and nonverbal feedback (response) strategies to adjust message.</p> <p>4.B.I.8 – Demonstrate composure while confronting or rebutting opposing views.</p> <p>5.A.J.2 – Distinguish among kinds of data needed to solve a problem, present possible solutions, or extend information about a topic or problem (e.g., fact/opinion, example/evidence).</p> <p>6.B.I.4 – Simplify simple arithmetic expressions with rational numbers using the field properties and the order of operations.</p> <p>6.D.I.1 – Explain how ratios and proportions can be used to solve problems of percent, growth and error tolerance.</p> <p>7.C.H.5 – Solve problems involving time, temperature, mass, speed,</p>	

	<p>distance, density and monetary values.</p> <p>14.D.I.4 – Trace the evolution of movements to secure rights (e.g., people with disabilities, ethnic groups, women)</p> <p>15.B.I.3 – Analyze the potential impact of current events on the price of consumer goods or services(e.g., new environmental regulations for automobiles; hurricanes and floods in agricultural areas).</p> <p>15.C.J.7 - Analyze the effects of competition on the price, quality, and quantity produced of a good.</p> <p>15.B.J.1 - Analyze the impact of changes in non-price determinants (e.g., changes in consumer income, changes in tastes and preferences) on consumer demand.</p> <p>15.A.J.3 – Explain the costs and benefits to individuals and society of investments in physical and human capital.</p> <p>16.D.I.2 – Compare and contrast how different groups of people reacted to diversity within their societies.</p> <p>18.B.J.1 - Analyze a local social issue by collecting and interpreting data.</p> <p>29.A.J.1 - Analyze and interpret manners and customs within the social, academic and work environments of selected target language societies.</p>	
<p>Objectives</p> <ul style="list-style-type: none"> ○ Conceptual ○ Factual ○ Procedural 	<ol style="list-style-type: none"> 1. Impact of marketing with social responsibility and ethics. 2. Criticisms of marketing. 3. Studying the changes in today’s marketing to better understand the marketing concept and aid in planning a marketing strategy. 4. Study competition to gain a better understanding of market segments and how to analyze them. 5. Plan a market position to bring in more market share. 	
<p>Assessments</p>	<ul style="list-style-type: none"> - “You’ve Got Mail” W.S. - Chapter 3, 6, and 7 Test - Market Share W.S. - Case study evaluations - Market Share W.S. 	<p>Other Evidence</p>

<p>Unit of Study: major topics</p>	<p>Chapter 8 – Marketing begins with customers</p> <p>Chapter 9 – Using research to avoid mistakes</p>	<p>Resources that will support instruction</p> <ul style="list-style-type: none"> - Internet - PowerPoint - Survey Tips - Previous Survey Samples - Marketing Text Book (South Western) - Local businesses - Maslow’s W.S. - Chapter 9 W.S.
<p>Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit</p>	<p>1.A.I.3 – Apply knowledge of roots and affixes to comprehend the meaning of unfamiliar or difficult words, terms or phrases.</p> <p>1.A.I.4 – Identify and analyze the meanings of specialized vocabulary/terminology.</p> <p>1.B.I.2 – Relate reading with information from other sources (e.g., prior knowledge, personal experience, other reading) using a variety of strategies.</p> <p>3.A.I.1 – Compose and edit using Standard English (e.g., clarity, subject/verb agreement, adverb/adjective agreement, verb tense, audience, purpose for writing).</p> <p>3.C.I.5 – Demonstrate the proper format/conventions for business letters.</p> <p>3.C.I.4 – Adjust voice, tone, vocabulary, and grammatical conventions according to both purpose and audience.</p> <p>3.C.I.9 – Use available technology to draft, design, produce, revise, and present compositions and multimedia works for specified audiences.</p> <p>4.B.I.1 – Communicate effectively the intended message.</p> <p>4.B.I.10 – Discuss a problem within a group setting, list and evaluate possible solutions to attempt consensus.</p> <p>5.A.J.2 – Distinguish among kinds of data needed to solve a problem, present possible solutions, or extend information about a topic or problem (e.g., fact/opinion, example/evidence).</p> <p>5.B.J.1 – Identify information most pertinent to task.</p> <p>10.A.I.5 – Make decisions based on data, including the relationships of correlation and causation.</p> <p>10.B.I.3 – Decide if a survey was “successful” in gathering the intended data and justify the decision.</p> <p>10.B.J.3 – Create a survey from a critical question and decide which sampling technique to use for the survey.</p>	

	<p>11.A.F.3 – Collect and organize data accurately,</p> <ul style="list-style-type: none"> • using consistent measuring and recording techniques with necessary precision, or • using appropriate metric units, or • documenting data accurately from collecting instruments, or • graphing data appropriately <p>(Link to 7A, 8B-C, 10A-B, 12A-F.)</p> <p>11.A.F.4 – Interpret and represent results of analysis to produce findings,</p> <ul style="list-style-type: none"> • differentiating observations that support or refute a hypothesis, or • identifying the unexpected data within the data set, or • proposing explanations for discrepancies in the data set. <p>(Link to 12A-F, 13A)</p> <p>11.A.F.5 – Report the process and results of an investigation,</p> <ul style="list-style-type: none"> • using available technologies for presentations, or • distinguishing observations that support the original hypothesis, or • analyzing a logical proof or explanation of findings, or • generating additional questions which address procedures, similarities, discrepancies or conclusions for further investigations. <p>(Link to 5A-C, 12A-F, 13A.)</p> <p>13.A.F2 – Apply scientific habits of mind,</p> <ul style="list-style-type: none"> • generating questions and strategies to test science concepts using critical and creative thinking, or • researching historic examples of valid and faulty hypothesis generation and • investigations, or • contrasting the scientific methods of observational and experimental investigations, or • proposing how and why more than one possible conclusion should be considered and can be drawn from scientific investigations. <p>(Link to 11A-B, 12A-F, 13B.)</p>	
<p>Objectives</p> <ul style="list-style-type: none"> ○ Conceptual ○ Factual ○ Procedural 	<ol style="list-style-type: none"> 1. Consumers’ wants and needs. 2. Buying Behavior and decision making. 3. Why businesses need marketing information and what types of information is needed. 4. How marketing information is managed and reduces mistakes. 5. Data Collection 	
<p>Assessments</p>	<ul style="list-style-type: none"> - Survey / Taste Test Project - Chapter 8 and 9 Test - Chapter 9 W.S. 	<p>Other Evidence</p>

Unit of Study: major topics	Chapter 10 – Start with a marketing strategy Chapter 12 – Develop a new product	Resources that will support instruction <ul style="list-style-type: none"> - Internet - PowerPoint - Marketing Text Book (South Western) - Local businesses - Sony Board Activity - Chapter 10 W.S. - Chapter 12 W.S.
Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit	1.A.I.3 – Apply knowledge of roots and affixes to comprehend the meaning of unfamiliar or difficult words, terms or phrases. 1.A.I.4 – Identify and analyze the meanings of specialized vocabulary/terminology. 3.A.I.1 – Compose and edit using Standard English (e.g., clarity, subject/verb agreement, adverb/adjective agreement, verb tense, audience, purpose for writing). 3.C.I.1 – Compose informational writing (e.g., narrative, expository, persuasive, argumentative) that supports a topic or thesis statement with well-articulated evidence. 3.C.I.5 – Demonstrate the proper format/conventions for business letters. 3.C.I.9 – Use available technology to draft, design, produce, revise, and present compositions and multimedia works for specified audiences. 4.B.I.1 – Communicate effectively the intended message. 4.B.I.10 – Discuss a problem within a group setting, list and evaluate possible solutions to attempt consensus. 4.B.I.3 – Use a variety of verbal and nonverbal cues (e.g., pauses, posture change, location, tone of voice.) 4.B.I.4 – Use language that is clear, audible, and appropriate. 4.B.I.5 – Use appropriate grammar, word choice, and pacing. 4.B.I.6 – Demonstrate effective use of visual aids and available technology. 4.B.I.7 – Rehearse presentations to overcome communication anxiety and apprehension. 5.A.J.1 – Survey a subject and select a topic. 4.B.I.9 – Recognize and assume differing roles within a group. 5.A.J.2 – Distinguish among kinds of data needed to solve a problem, present possible	

	<p>5.B.J.1 – Identify information most pertinent to task.</p> <p>5.B.J.2 – Develop simple conclusions based on inductive and/or deductive reasoning.</p> <p>10.A.I.5 – Make decisions based on data, including the relationships of correlation and causation.</p> <p>10.B.I.3 – Decide if a survey was “successful” in gathering the intended data and justify the decision.</p> <p>10.B.J.3 – Create a survey from a critical question and decide which sampling technique to use for the survey.</p> <p>11.A.F.3 – Collect and organize data accurately,</p> <ul style="list-style-type: none"> • using consistent measuring and recording techniques with necessary precision, or • using appropriate metric units, or • documenting data accurately from collecting instruments, or • graphing data appropriately <p>(Link to 7A, 8B-C, 10A-B, 12A-F.)</p> <p>11.A.F.4 – Interpret and represent results of analysis to produce findings,</p> <ul style="list-style-type: none"> • differentiating observations that support or refute a hypothesis, or • identifying the unexpected data within the data set, or • proposing explanations for discrepancies in the data set. <p>(Link to 12A-F, 13A)</p> <p>11.A.F.5 – Report the process and results of an investigation,</p> <ul style="list-style-type: none"> • using available technologies for presentations, or • distinguishing observations that support the original hypothesis, or • analyzing a logical proof or explanation of findings, or • generating additional questions which address procedures, similarities, discrepancies or conclusions for further investigations. <p>(Link to 5A-C, 12A-F, 13A.)</p> <p>13.A.F2 – Apply scientific habits of mind,</p> <ul style="list-style-type: none"> • generating questions and strategies to test science concepts using critical and creative thinking, or • researching historic examples of valid and faulty hypothesis generation and investigations, or • contrasting the scientific methods of observational and experimental investigations, or • proposing how and why more than one possible conclusion should be considered and can be drawn from scientific investigations. <p>(Link to 11A-B, 12A-F, 13B.)</p>
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	<p>15.E.I.5 – Explain how technological development affects current and future consumption, production and overall competitiveness in the marketplace.</p> <p>16.A.I.6 – Defend an interpretation of a significant person or event using a variety of primary and secondary sources.</p> <p>21.A.J.5 – Design a group activity including rules and safety procedures.</p>		
<p>Objectives</p> <ul style="list-style-type: none"> ○ Conceptual ○ Factual ○ Procedural 	<ol style="list-style-type: none"> 1. Developing a marketing strategy. 2. Identifying marketing mix alternatives. 3. Planning an effective marketing mix 4. Studying marketing functions. 5. Product Development as a marketing function. Parts of the product mix element. 6. Studying market classifications and how that will help with developing a new product. 		
<p>Assessments</p>	<table border="1"> <tr> <td> <ul style="list-style-type: none"> - Sony Board project - Chapter 10 and 12 Test - Chapter 10 W.S. - Chapter 12 W.S. </td> <td>Other Evidence</td> </tr> </table>	<ul style="list-style-type: none"> - Sony Board project - Chapter 10 and 12 Test - Chapter 10 W.S. - Chapter 12 W.S. 	Other Evidence
<ul style="list-style-type: none"> - Sony Board project - Chapter 10 and 12 Test - Chapter 10 W.S. - Chapter 12 W.S. 	Other Evidence		

Unit of Study: major topics	Chapter 16 – Determining the best price	Resources that will support instruction <ul style="list-style-type: none"> - Internet - Calculator - PowerPoint - Marketing Text Book (South Western) - Local businesses - Chapter 16 notes sheet. - Chapter 16 Work Packet - Elasticity example
Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit	1.A.I.3 – Apply knowledge of roots and affixes to comprehend the meaning of unfamiliar or difficult words, terms or phrases. 1.A.I.4 – Identify and analyze the meanings of specialized vocabulary/terminology. 3.C.I.5 – Demonstrate the proper format/conventions for business letters. 6.C.I.2 – Determine and explain whether exact values or approximations are needed in a variety of situations. 6.B.I.4 – Simplify simple arithmetic expressions with rational numbers using the field properties and the order of operations. 6.D.I.1 – Explain how ratios and proportions can be used to solve problems of percent, growth and error tolerance. 15.B.J.1 - Analyze the impact of changes in non-price determinants (e.g., changes in consumer income, changes in tastes and preferences) on consumer demand. 15.A.J.3 – Explain the costs and benefits to individuals and society of investments in physical and human capital. 15.D.J.1 - Define transaction costs and provide examples.	
Objectives <ul style="list-style-type: none"> ○ Conceptual ○ Factual ○ Procedural 	<ol style="list-style-type: none"> 1. Price affects satisfaction. 2. Economics and price. 3. Non-price competition. 4. Government influences on prices. 5. Developing pricing procedures. 6. Calculating a selling price. 	
Assessments	<ul style="list-style-type: none"> - Chapter 16 work packet - Chapter 16 Test 	Other Evidence

Unit of Study: major topics	Chapters 17 – Promotion means effective communications	Resources that will support instruction <ul style="list-style-type: none"> - Internet - PowerPoint - Marketing Text Book (South Western) - Local businesses - Sample Promotional Plan - Chapter 17 W.S.
Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit	1.A.I.3 – Apply knowledge of roots and affixes to comprehend the meaning of unfamiliar or difficult words, terms or phrases. 1.A.I.4 – Identify and analyze the meanings of specialized vocabulary/terminology. 1.B.I.2 – Relate reading with information from other sources (e.g., prior knowledge, personal experience, other reading) using a variety of strategies. 3.C.I.9 – Use available technology to draft, design, produce, revise, and present compositions and multimedia works for specified audiences. 4.B.I.1 – Communicate effectively the intended message. 4.B.I.6 – Demonstrate effective use of visual aids and available technology. 5.B.J.1 – Identify information most pertinent to task. 26.A.I.2 - Understand how the primary tools, support tools and creative processes (researching, auditioning, designing, directing, rehearsing, refining, presenting) interact and shape drama, theatre and film production. 26.A.I.3 - Analyze ways in which musical sounds are produced and how they are used in composing, conducting and performing. 29.A.J.1 - Analyze and interpret manners and customs within the social, academic and work environments of selected target language societies. 17.A.J.2 - Explain the advantages for retailers to locate in malls rather than in dispersed locations (e.g., malls bring many large and small stores together in close proximity and take advantage of sharing costs for parking lots, lighting, and other utilities while providing convenience and time efficiency for customers).	
Objectives <ul style="list-style-type: none"> ○ Conceptual ○ Factual ○ Procedural 	<ol style="list-style-type: none"> 1. The role of promotion in marketing. 2. Promotion is a communication process. 3. Types of communication/promotion. 4. Promotional Planning with the promotional mix. 	

Assessments	<ul style="list-style-type: none">- Promotional Plan Activity- Chapter 17 W.S.- Chapter 17 Test	Other Evidence
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Unit of Study: major topics	Chapters 18 – Be creative with advertising	Resources that will support instruction <ul style="list-style-type: none"> - Internet - PowerPoint - Marketing Text Book (South Western) - Local businesses - Advertising packet - Advertising project
Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit	1.B.I.5 – Analyze overall themes and discover coherence. 4.B.I.1 – Communicate effectively the intended message. 3.C.I.9 – Use available technology to draft, design, produce, revise, and present compositions and multimedia works for specified audiences. 4.B.I.4 – Use language that is clear, audible, and appropriate. 4.B.I.5 – Use appropriate grammar, word choice, and pacing. 4.B.I.3 – Use a variety of verbal and nonverbal cues (e.g., pauses, posture change, location, tone of voice.) 4.B.I.2 – Use effective verbal and nonverbal feedback (response) strategies to adjust message. 4.B.I.7 – Rehearse presentations to overcome communication anxiety and apprehension. 4.B.I.6 – Demonstrate effective use of visual aids and available technology. 4.B.I.8 – Demonstrate composure while confronting or rebutting opposing views. 5.B.J.1 – Identify information most pertinent to task. 26.A.I.3 - Analyze ways in which musical sounds are produced and how they are used in composing, conducting and performing. 29.A.J.1 - Analyze and interpret manners and customs within the social, academic and work environments of selected target language societies. 26.A.I.2 - Understand how the primary tools, support tools and creative processes (researching, auditioning, designing, directing, rehearsing, refining, presenting) interact and shape drama, theatre and film production.	
Objectives <ul style="list-style-type: none"> ○ Conceptual ○ Factual ○ Procedural 	<ol style="list-style-type: none"> 1. What is advertising? 2. Types of advertising and how it is regulated. 3. What is an ad agency and how do they use advertising plans? 	

Assessments	<ul style="list-style-type: none">- Advertising Project (final exam)- Chapter 18 Test	Other Evidence
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