



## *Course Framework*

<p><b>Course Title</b></p> <p><b>Grade Level</b></p> <p><b>Semesters (1-2-3-4)</b></p> <p><b>Prerequisite</b></p>	<p><b>General Business</b></p> <p>9-10</p> <p>1 Semester</p> <p>None</p>
<p><b>Course Description</b></p>	<p>General Business is an introductory course for students considering further study in the business program at Geneva High School and at the Fox Valley Career Center. The course includes an examination of economic systems, business organization, and business concepts. Business communications and computations are integrated and emphasized throughout the course.</p> <p>Specific business principles are addressed: a) understanding basic business and economic principles, b) identifying types and classifications of business organizations, c) organizing and using financial data, d) contrasting management theories, e) understanding the composition of the marketing mix, f) demonstrating an understanding of business administration, g) applying production data for decision making.</p> <p>Students learn to recognize the role of business in the modified-free enterprise system. They will identify the general responsibilities of employees and learn the planning process needed to open a business. Through career planning activities, the student learns to investigate occupational opportunities and educational qualifications, to use career information resources, and to develop skills for finding employment. (Valees #B111)</p>
<p><b>District-approved Materials and/or Resources</b></p>	<p><i>Introduction to Business: Our Business and Economic World</i>            Betty Brown, John Clow, Kenneth Brown            Glencoe Publishing</p>

## Unit Frameworks General Business

<b>Unit of Study</b>	<u>Unit 1</u> - Learning About the Economic Process
	Resources that will support instruction: <ul style="list-style-type: none"> <li>• Textbook</li> <li>• PowerPoints</li> <li>• Overhead Examples</li> <li>• Supply and Demand Video</li> <li>• Handouts</li> <li>• Building Career Center – Guest Speaker</li> </ul>
<b>Illinois Learning Standards</b>	<u>English Language Arts</u> <ul style="list-style-type: none"> <li>• 1AI4 Identify and analyze the meanings of specialized vocabulary/terminology.</li> <li>• 1AI5 Analyze the structure and function of words in context.</li> <li>• 1BI2 Relate reading with information from other sources (e.g., prior knowledge, personal experience, other reading) using a variety of strategies.</li> <li>• 1CI10 Interpret tables, graphs, diagrams, and maps in conjunction with related text by drawing conclusions to support text.</li> <li>• 4BI1 Communicate effectively the intended message.</li> <li>• 4BI4 Use language that is clear, audible, and appropriate.</li> <li>• 4BI6 Demonstrate effective use of visual aids and available technology.</li> </ul> <u>Social Science</u> <ul style="list-style-type: none"> <li>• 14BI3 Categorize the similarities and differences among world political systems (e.g., democracy, socialism, communism).</li> <li>• 15AI1 Analyze the differences between a market and command economy (i.e., private ownership, methods of allocation).</li> <li>• 15AI2 Demonstrate how GDP can be used as a measurement of a country's economic growth or decline over time.</li> <li>• 15AI3 Explain that a country's total output of goods and services can and does fluctuate from year to year.</li> <li>• 15AI4 Identify the Consumer Price Index (CPI) as the most commonly used measure of price-level changes in the economy.</li> <li>• 15AI5 Analyze the impact of inflation and deflation on lenders, savers, borrowers, people on fixed incomes, and on the economy as a whole.</li> <li>• 15AI6 Analyze the factors that lead to different unemployment rates for various groups (e.g., different ethnic groups, income levels, gender, age, and regions of the country).</li> <li>• 15AI7 Explain why the unemployment rate is an imperfect measure of unemployment in the economy.</li> <li>• 15AI8 Identify the economic cost of unemployment.</li> </ul>

	<ul style="list-style-type: none"> <li>• 15AI9 Define full employment.</li> <li>• 15BI3 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).</li> </ul>
<b>Objectives</b>	<p><u>Ch. 1 - Making Decisions About Resources</u></p> <ul style="list-style-type: none"> <li>• Identify the four types of wants</li> <li>• Explain the difference between goods and services</li> <li>• Show why limited resources make it necessary to decide which wants will be fulfilled</li> <li>• Describe how values and goals affect the process of making decisions</li> <li>• List the five steps in the decision-making process</li> </ul> <p><u>Ch. 2 - Economic Resources</u></p> <ul style="list-style-type: none"> <li>• Identify the three main economic resources: natural, human, and capital resources</li> <li>• Describe how economic resources are used to create goods and services</li> <li>• Explain why the scarcity of economic resources is a problem for every society</li> <li>• List the three basic questions about the production and distribution of goods and services</li> </ul> <p><u>Ch. 3 – Comparing Economic Systems</u></p> <ul style="list-style-type: none"> <li>• Discuss the purpose of economic systems</li> <li>• List the basic types of economic systems</li> <li>• Identify the advantages and disadvantages of each economic system</li> <li>• Explain how to evaluate economic systems</li> <li>• Explain the different economic systems and the role in the development of countries around the world</li> </ul> <p><u>Ch. 4 – Measuring Economic Success</u></p> <ul style="list-style-type: none"> <li>• Describe the four stages of the business cycle</li> <li>• Discuss four ways of measuring economic activity</li> <li>• Define inflation and explain why it is a problem for all consumers</li> <li>• Explain how the federal government solves problems in our economy</li> </ul>
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Construct an individual “coat of arms” detailing their individual values and goals</li> <li>• Daily writing activities including mini-quizzes over selected reading material</li> <li>• Test on unit, including multiple-choice, short answer, true/false, and completion</li> <li>• Students will gather into groups and each will be responsible for a portion of the text. They will have time to create an informational poster and present their knowledge to the class.</li> </ul>

<b>Unit of Study</b>	Unit 2 - The Free Enterprise System
	Resources that will support instruction: <ul style="list-style-type: none"> <li>• Textbook</li> <li>• Videos</li> <li>• Handouts</li> <li>• Worksheets</li> <li>• PowerPoint</li> <li>• Virtual Business</li> </ul>
<b>Illinois Learning Standards</b>	<u>English Language Arts</u> <ul style="list-style-type: none"> <li>• 1AI4 Identify and analyze the meanings of specialized vocabulary/terminology.</li> <li>• 1AI5 Analyze the structure and function of words in context.</li> <li>• 1BI2 Relate reading with information from other sources (e.g., prior knowledge, personal experience, other reading) using a variety of strategies.</li> <li>• 1CI10 Interpret tables, graphs, diagrams, and maps in conjunction with related text by drawing conclusions to support text.</li> <li>• 4BI1 Communicate effectively the intended message.</li> <li>• 4BI4 Use language that is clear, audible, and appropriate.</li> <li>• 4BI6 Demonstrate effective use of visual aids and available technology.</li> </ul> <u>Social Science</u> <ul style="list-style-type: none"> <li>• 15CI6 Demonstrate how increases in productivity result from advances in technology and other resources.</li> <li>• 15DI10 Identify ways in which the productivity of labor can be increased.</li> <li>• 15EI5 Explain how technological development affects current and future consumption, production, and overall competitiveness in the marketplace.</li> <li>• 15EI6 Explain how investing in new physical or human capital may increase future production and consumption.</li> <li>• 15EI7 Identify monetary policy in the U.S. and explain who determines that policy.</li> <li>• 15EI8 Identify fiscal policy in the U.S. and explain who determines that policy.</li> </ul>
<b>Objectives</b>	<u>Ch. 5 – How the Market Works</u> <ul style="list-style-type: none"> <li>• Explain how prices affect consumers and producers</li> <li>• Discuss how prices are determined</li> <li>• Identify several circumstances that will cause prices of goods or services to change</li> <li>• Describe the cause-and-effect relationship of the market</li> <li>• List the four stages the American economy has gone through</li> </ul> <u>Ch. 6 – Motivations of Business</u> <ul style="list-style-type: none"> <li>• Describe the private enterprise system</li> <li>• Explain how businesses are motivated by the wants and needs of consumers</li> <li>• Explain how businesses are motivated by a desire for profit</li> </ul>

	<ul style="list-style-type: none"> <li>• Describe how businesses are motivated by the rewards they grant to society, employees, and employers</li> <li>• Describe the traits of an entrepreneur</li> </ul> <p><u>Ch. 7 – Types of Businesses</u></p> <ul style="list-style-type: none"> <li>• Explain why the number of business firms in the United States has increased</li> <li>• Describe the techniques businesses use to improve the efficiency of production</li> <li>• Describe the five basic types of businesses</li> <li>• Discuss how both small and large firms participate in our economic system</li> <li>• Explain how consumers benefit from competition among business firms</li> </ul> <p><u>Ch. 8 – Business Ownership</u></p> <ul style="list-style-type: none"> <li>• Describe the advantages and disadvantages of a sole proprietorship</li> <li>• Discuss the advantages and disadvantages of a partnership</li> <li>• Explain how a corporation operates and list its advantages and disadvantages of a franchise</li> <li>• Review the purpose of a cooperative</li> </ul>
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Daily writing activities including mini-quizzes over selected reading material</li> <li>• Test on unit, including multiple-choice, short answer, true/false, and completion</li> <li>• Students will gather into groups and each will be responsible for a portion of the text. They will have time to create an informational poster and present their knowledge to the class.</li> </ul>

<b>Unit of Study</b>	Unit 3 - Today's Business Organization
	Resources that will support instruction: <ul style="list-style-type: none"> <li>• Textbook</li> <li>• Videos</li> <li>• Handouts</li> <li>• Worksheets</li> <li>• PowerPoint</li> </ul>
<b>Illinois Learning Standards</b>	<u>English Language Arts</u> <ul style="list-style-type: none"> <li>• 1AI4 Identify and analyze the meanings of specialized vocabulary/terminology.</li> <li>• 1AI5 Analyze the structure and function of words in context.</li> <li>• 1BI2 Relate reading with information from other sources (e.g., prior knowledge, personal experience, other reading) using a variety of strategies.</li> <li>• 1CI10 Interpret tables, graphs, diagrams, and maps in conjunction with related text by drawing conclusions to support text.</li> <li>• 4BI1 Communicate effectively the intended message.</li> <li>• 4BI4 Use language that is clear, audible, and appropriate.</li> <li>• 4BI6 Demonstrate effective use of visual aids and available technology.</li> </ul> <u>Social Science</u> <ul style="list-style-type: none"> <li>• 15CI8 Analyze how the marketing of a new or improved product can create job opportunities as well as eliminate job opportunities.</li> <li>• 15CI9 Analyze the impact entrepreneurs and their business or idea has on consumers and the economy.</li> </ul>
<b>Objectives</b>	<u>Ch. 9 – Managing Business</u> <ul style="list-style-type: none"> <li>• Explain the three ways in which businesses organize for management</li> <li>• Describe the three levels of management</li> <li>• Identify and give examples of the four functions of management</li> <li>• List qualities that are essential for all managers</li> <li>• Describe the advantages and disadvantages of being a manager</li> </ul> <u>Ch. 10 – Managing Human Resources</u> <ul style="list-style-type: none"> <li>• Describe the steps in the employment process</li> <li>• Discuss how managers train and develop employees</li> <li>• List the leadership traits of effective managers</li> <li>• Explain how managers can encourage good communication, motivate employees, and foster cooperation</li> </ul> <u>Ch. 11 – Managing Business Finances</u> <ul style="list-style-type: none"> <li>• Explain the accounting equation</li> <li>• Name the two kinds of financial statements and describe what information they provide</li> </ul>

	<ul style="list-style-type: none"> <li>• Describe the role of the financial manager within a business</li> <li>• Discuss three main aspects of financial management</li> <li>• Describe the traits of accounting and finance employees</li> </ul> <p><u>Ch. 12 – Producing Goods and Services</u></p> <ul style="list-style-type: none"> <li>• Identify the three elements of an operations system</li> <li>• Discuss how businesses control production</li> <li>• Explain how quality control, maintenance, and cost control contribute to the efficient production of goods and services</li> <li>• Describe how goods are distributed</li> <li>• List the special skills that operations and production workers need to have</li> </ul> <p><u>Ch. 13 – Marketing Goods and Services</u></p> <ul style="list-style-type: none"> <li>• Identify the four elements that make up the marketing mix</li> <li>• Define the life cycle of a product</li> <li>• Discuss the needs and motivations of consumers</li> <li>• Describe the role of pricing, packaging, and promotion in marketing goods and services</li> <li>• List the traits that marketing employees need to have</li> </ul>
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Daily writing activities including mini-quizzes over selected reading material</li> <li>• Test on unit, including multiple-choice, short answer, true/false, and completion</li> <li>• Students will gather into groups and each will be responsible for a portion of the text. They will have time to create an informational poster and present their knowledge to the class.</li> <li>• Participation in Virtual Business software program</li> <li>• Inventing a unique product and create a full scale marketing plan. Students will present product in both written and verbal form</li> </ul>



<b>Unit of Study</b>	Unit 4 – Government and Business
	Resources that will support instruction: <ul style="list-style-type: none"> <li>• Textbook</li> <li>• Videos</li> <li>• Handouts</li> <li>• Worksheets</li> <li>• PowerPoint</li> </ul>
<b>Illinois Learning Standards</b>	<p><u>English Language Arts</u></p> <ul style="list-style-type: none"> <li>• 1AI4 Identify and analyze the meanings of specialized vocabulary/terminology.</li> <li>• 1AI5 Analyze the structure and function of words in context.</li> <li>• 1BI2 Relate reading with information from other sources (e.g., prior knowledge, personal experience, other reading) using a variety of strategies.</li> <li>• 1CI10 Interpret tables, graphs, diagrams, and maps in conjunction with related text by drawing conclusions to support text.</li> <li>• 3AI1 Compose and edit using Standard English (e.g., clarity, subject/verb agreement, adverb/adjective agreement, verb tense, audience, purpose for writing).</li> <li>• 3AI2 Format documents in final form for submission and/or publication.</li> <li>• 3AI3 Proofread for correct English conventions.</li> <li>• 4BI1 Communicate effectively the intended message.</li> <li>• 4BI4 Use language that is clear, audible, and appropriate.</li> <li>• 4BI6 Demonstrate effective use of visual aids and available technology.</li> <li>• 5CI4 Design and present, as an individual or group, a written, oral, video, or multimedia project that: <ul style="list-style-type: none"> <li>Effectively communicates the intended message;</li> <li>Engages the audience's interest;</li> <li>Establishes and maintains a focus;</li> <li>Organizes around a structure appropriate to purpose, audience, and context;</li> <li>Elaborates ideas through facts, details, description, analysis, and narration;</li> <li>Cites or credits sources appropriately; and uses self, peer, or teacher feedback where appropriate.</li> <li>Critique an individual or group project (e.g., written, oral, video, multimedia).</li> </ul> </li> </ul> <p><u>Social Science</u></p> <ul style="list-style-type: none"> <li>• 14AI5 Identify sources of revenue and funding used to support government services at the local, state, and national levels.</li> <li>• 14AI6 Categorize major sources of revenue for local, state, and federal governments.</li> </ul>

	<ul style="list-style-type: none"> <li>• 14EI1 Describe the development of the United States as world leader in international relations (e.g., finance, defense, trade).</li> <li>• 14EI2 Relate historical trends within the United States and the world that have influenced international relations (e.g., nationalism, revolutionary ideals).</li> </ul>
<b>Objectives</b>	<p><u>Ch. 16 – Government’s Role in Business</u></p> <ul style="list-style-type: none"> <li>• Explain how government protects business</li> <li>• Name four ways in which government assists business</li> <li>• Describe how government acts as a partner to business</li> <li>• Discuss why government regulates business</li> <li>• Explain why the government regulates the economy</li> </ul> <p><u>Ch. 17 – Government Spending</u></p> <ul style="list-style-type: none"> <li>• Discuss the government’s role as a provider of goods and services</li> <li>• List the major ways in which local, state, and federal governments spend tax money</li> <li>• Explain why government spending has increased</li> <li>• Identify some questions to ask when evaluating how the government spends our money</li> </ul> <p><u>Ch. 18 - Taxes and Taxation</u></p> <ul style="list-style-type: none"> <li>• List and describe the types of tax bases used in the United States</li> <li>• Define the benefits-received and ability-to-pay principles</li> <li>• Discuss progressive, proportional, and regressive taxes</li> <li>• Explain how to evaluate taxes</li> <li>• Describe how taxes affect economic activity</li> </ul> <p><u>Ch. 19 – Business and the Law</u></p> <ul style="list-style-type: none"> <li>• Explain the role of common law n the U.S. legal system</li> <li>• Explain what administrative law is and how it is enforced</li> <li>• Discuss how laws affect and protect business</li> <li>• Identify laws that protect society</li> <li>• Explain how regulation influences business</li> <li>• Explain what the labor force is</li> <li>• Discuss why labor unions were organized</li> <li>• Identify the common provisions of a labor contract</li> <li>• Describe how a labor contract is negotiated</li> <li>• Explain how and why union membership ahs changed over the last few years</li> </ul>
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Quizzes on daily topics of discussion</li> <li>• Discussion of daily topics of discussion</li> <li>• Participation in small group projects</li> <li>• Completion of assignments</li> <li>• Chapter Quizzes and Unit Tests</li> <li>• Final Exam</li> </ul> <p>If students elect to do the Junior Achievement Company project:</p>

	<ul style="list-style-type: none"><li>• Keep a 'journal' of activity</li><li>• Participate in company tasks</li><li>• Complete a three-chapter paper (in lieu of Final)</li><li>• Make oral presentation to class (in lieu of Final)</li></ul>
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