



# College Introduction to Business

## Course Description

This college-level course surveys the structure and functions of the American business system in a global society, together with an overview of business organization, economics, management, marketing, and finance. This course may be available for articulated or dual credit at a postsecondary institution.

**Course Code: 032400**

### Program(s) of Study to which this course applies:

- Business Management and Administration

Course Content	Crosswalk to Common Core Academic Standards	Crosswalk to Nebraska Academic Standards	Crosswalk to Nebraska Career Readiness Standards	Crosswalk Clarification
<b>Standard 1. Students will understand domestic and international economic principles and concepts fundamental to business operations.</b>				
Benchmark 1.1 Recognize economic systems and the environments in which business functions. <u>Sample performance indicators:</u> <ul style="list-style-type: none"> <li>• Compare the types of economic systems.</li> <li>• Explain the concept of private enterprise.</li> <li>• Identify factors affecting a business’s profit.</li> <li>• Explain the concept of competition.</li> <li>• Construct and interpret a supply and demand schedule utilizing teacher provided data.</li> <li>• Distinguish between microeconomics and macroeconomics.</li> </ul>	ELA.RST.4	LA.12.1.5  SS.12.2.5.a–b SS.12.2.10.d	N/A	
Benchmark 1.2 List and describe basic forms of business ownership and determine essential resources.	ELA.RST.4 ELA.SL.11-12.4 ELA.WHST.11–12.2.b	LA.12.1.5 LA.12.2.1.b LA.12.3.1.a	CR.2.B.1 CR.2.C.1	When students <i>describe</i> information or ideas, they communicate their knowledge through either speaking or writing. To demonstrate



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<p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> <li>• Explain the organizational design of business.</li> <li>• Connect business activities to the real world by having students contact and invite guest speakers.</li> <li>• Design a “snapshot” brochure that analyzes a local business (e.g., retail, service, franchise, manufacturing, wholesale, non-profit) and present your findings.</li> <li>• Determine factors affecting business risk.</li> <li>• Identify the purpose and use of business plans.</li> <li>• Compare and contrast business decisions that would be made in different economic systems.</li> </ul>				<p>full knowledge on the topic, students’ written or oral presentations must include all the main ideas and relevant details on the subject (CC: ELA.WHST.11–12.2.b, ELA.SL.11–12.4; NE: CR.2.B.1, CR.2.C.1, LA.12 2.1.b, LA.12.3.1.a).</p>
<p>Benchmark 1.3 Identify the nature of business to show its contributions to society.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> <li>• Summarize the responsibilities of business to the general public, customers, and employees.</li> <li>• Explain the significance of business ethics.</li> <li>• Role play an ethical scenario.</li> </ul>	N/A	N/A	N/A	
<p><b>Standard 2. Students will analyze management functions and their implementation and integration within the business environment.</b></p>				
<p>Benchmark 2.1 Describe the structure and process of managing a business organization.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> <li>• Outline and discuss the logical steps in planning.</li> <li>• Explain the purpose and process of control and its relation to planning.</li> <li>• Describe the organizing process and diagram organizational structures.</li> </ul>	<p>ELA.SL.11–12.4 ELA.WHST.11–12.2.b</p>	<p>LA.12 2.1.b LA.12.3.1.a</p>	<p>CR.2.B.1 CR.2.C.1</p>	<p>When students <i>describe</i> information or ideas, they communicate their knowledge through either speaking or writing. To demonstrate full knowledge on the topic, students’ written or oral presentations must include all the main ideas and relevant details on the subject (CC: ELA.WHST.11–12.2.b, ELA.SL.11–12.4; NE: CR.2.B.1, CR.2.C.1, LA.12 2.1.b, LA.12.3.1.a).</p>



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<p>Benchmark 2.2 Define the manager’s role as a leader and apply leadership skills to achieve workplace objectives.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> <li>• Compare and contrast different leadership styles.</li> <li>• Determine personal leadership through the assessment of one’s strengths and weaknesses.</li> <li>• Implement teamwork techniques by designing a contract for how a team will operate, handle conflict, and recognize the consequences for team members.</li> </ul>	N/A	NE.SS.12.2.6.d	CR.7.A.1-3 CR.7.C.1	
<p>Benchmark 2.3 Identify the tools, techniques, and systems that businesses use to plan, staff, lead, and organize its human resources.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> <li>• Discuss the significance of human resource management.</li> <li>• Explain the role of ethics in human resource management.</li> <li>• Describe the use of technology in human resource management.</li> <li>• Analyze a job and develop a job description, employment advertisement, and performance appraisal instrument.</li> </ul>	ELA.RST.11-12.4	LA.12.1.5	N/A	
<p><b>Standard 3. Students will recognize the nature of marketing and analyze the impact of activities on the individual, business, and society.</b></p>				
<p>Benchmark 3.1 Identify marketing’s role and function in business to facilitate economic exchanges with customers.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> <li>• Explain marketing and its importance in a global economy.</li> <li>• Describe marketing functions and related activities.</li> </ul>	N/A	N/A	N/A	
<p>Benchmark 3.2 Describe strategies utilized in the formation of the marketing mix.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> <li>• Understand promotional channels used to communicate with targeted audiences.</li> <li>• Conduct market research by developing, distributing, and analyzing a survey.</li> </ul>	ELA.SL.11–12.4 ELA.WHST.11–12.2.b	LA.12.2.1.b LA.12.3.1.a	CR.2.B.1 CR.2.C.1	When students <i>describe</i> information or ideas, they communicate their knowledge through either speaking or writing. To demonstrate full knowledge on the topic, students’ written



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<ul style="list-style-type: none"> <li>List advertising media/promotional strategies and describe advantages and disadvantages of each.</li> <li>Explain how prices are determined by supply and demand, mark-up costs, and the market approach.</li> <li>Identify the impact of the product life cycle has on product decisions.</li> <li>Evaluate the position of a product at a local business establishment and create a recommendation.</li> </ul>				or oral presentations must include all the main ideas and relevant details on the subject (CC: ELA.WHST.11–12.2.b, ELA.SL.11–12.4; NE: CR.2.B.1, CR.2.C.1, LA.12 2.1.b, LA.12.3.1.a).
Benchmark 3.3 Identify the concepts and processes needed to identify, select, monitor, and evaluate sales techniques. <u>Sample performance indicators:</u> <ul style="list-style-type: none"> <li>Demonstrate the selling process through role play.</li> <li>Explain key factors in building clientele.</li> <li>Describe the use of technology in the selling function.</li> </ul>	N/A	N/A	N/A	
<b>Standard 4. Students will utilize tools, strategies, and systems used to maintain, monitor, control, and plan the use of business resources.</b>				
Benchmark 4.1 Establish a foundational knowledge of accounting to understand its nature and scope. <u>Sample performance indicators:</u> <ul style="list-style-type: none"> <li>Perform financial analysis based on annual reports, income statements, and balance sheets.</li> <li>Analyze the strength of a business through financial ratios.</li> <li>Describe how budgets and other financial statements are utilized internally and externally by a business and its stakeholders.</li> <li>Identify factors that cause changes in the financial status of a business.</li> </ul>	N/A	N/A	CR.1.A.4	



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<p>Benchmark 4.2 Identify the use of technology to assist business decision-making.  <u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> <li>Graphically present the four functions of a management information system. Discuss and/or present predictions concerning the impact of technology on research, information, decision-making, and communications.</li> </ul>	N/A	N/A	CR.9.B.3	
<p><b>Standard 5. Students will use a rational decision-making process as it applies to managing financial resources.</b></p>				
<p>Benchmark 5.1 Acquire knowledge of the banking industry to understand the environment in which its services are offered.  <u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> <li>Summarize the operations of a commercial bank.</li> <li>Evaluate the role of the Federal Reserve System in regulating the money supply.</li> </ul>	N/A	SS.12.2.3.c–e SS.12.2.8.c	CR.1.A.4	
<p>Benchmark 5.2 Implement financial skills to obtain credit and maintain solvency.  <u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> <li>Describe short-term financing instruments companies may use.</li> <li>Evaluate long-term capital funding options.</li> <li>Explain the significance of risk management.</li> <li>Complete an application for a business loan and have a local banker critique.</li> </ul>	N/A	SS.12.2.8	CR.1.A.4 CR.11.B.3	
<p>Benchmark 5.3 Use investment strategies to ensure financial well-being.  <u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> <li>Compare and contrast investment opportunities.</li> <li>Identify the investment objectives and determine risk tolerance by accessing an online risk survey.</li> <li>Compare money market instruments.</li> </ul>	N/A	MA.12.1.3.d  SS.12.2.9.b	CR.11.B.1	Alignment presumes that students will select, apply, and explain methods of computation when using investment strategies (NE: MA.12.1.3.d).



**Reference Standards Sources**

- KS = Career Clusters Knowledge and Skills Statements. Revised 2008. National Career and Technical Education Foundation, Silver Spring, MD. [www.careerclusters.org](http://www.careerclusters.org)
- CC = Community College Syllabus
- MBA= MBA Research Standards
- NBEA= National Business Education Association Standards

**Contributors**

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**Other Information**

Suggestions for innovative teaching and learning strategies:	<ul style="list-style-type: none"> <li>• Students examine financial statements in various corporate annual reports.</li> <li>• Nebraska Career Connections</li> <li>• Small Business Administration website <a href="http://www.sba.gov">www.sba.gov</a></li> <li>• School store</li> <li>• UNL Quick Pitch Competition</li> </ul>
Related assessments:	<ul style="list-style-type: none"> <li>• Nebraska Finance Challenge ONLINE! <a href="http://www.financechallenge.org">www.financechallenge.org</a></li> <li>• National Finance Challenge</li> <li>• EconChallenge ONLINE! <a href="http://www.econchallenge.org">www.econchallenge.org</a></li> <li>• Gallup Strengthsfinder</li> <li>• Virtual Business Challenge</li> </ul>
Extended learning opportunities:	<ul style="list-style-type: none"> <li>• CPA, Banker, Insurance Agent, Chamber of Commerce, Entrepreneur, Manager - Guest speakers</li> <li>• Job shadowing and internships</li> <li>• Federal Reserve, Retail Store, Warehouse, Manufacturer, Farm Operation - Field trips</li> <li>• FBLA competitive events</li> <li>• DECA competitive events</li> <li>• Business partnerships</li> <li>• Business competition days</li> </ul>

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