

South Brunswick School District



Curriculum Guide for Business Education Tech-Prep: Pathways to Business

District Mission

South Brunswick Public Schools will prepare students to be life-long learners, critical thinkers, effective communicators and wise decision-makers. This will be accomplished through the use of the New Jersey Core Curriculum Content Standards (NJCCCS) at all grade levels. The schools will maintain an environment that promotes intellectual challenge, creativity, social and emotional growth and the healthy physical development of each student.

~Adopted 6.16.08

Based on

Board Approved Business Education Curriculum

Tech-Prep

“Pathways to Business”

August 2009

This curriculum is approved for all core Business Education programs and electives and for adoption or adaptation by all special education programs.

Business Education Acknowledgments

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*Coming together is a beginning.
Keeping together is progress.
Working together is success.*

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Overview of Tech-Prep: Pathways to Business

Philosophy: Mission Statement

The mission of the Tech-Prep Consortium is to provide students with an education of enduring value that allows them to be able to envision their future. Programs are designed to meet students' interests and industry demands as well as integrate strong academics with career and technical studies, offer students the opportunity to earn college credit for courses completed in high school, and provide for a seamless transition from secondary to post-secondary level.

Consortium Partners

- South Brunswick High School
- Middlesex County College
- Kean University

What Is Tech-Prep: Pathways to Business

- First major federal initiative promoting comprehensive, ongoing links between secondary schools and the college sector. Has its foundation in the Carl D. Perkins Vocational and Technology Act of 1990.
- Program focuses on creating articulation agreements with post-secondary institutions so students can jump-start their college careers while still in high school.
- Provides students with access to a small learning community and a variety of field experiences.
- Offers resources to help students succeed in high school and beyond.
- Challenges students to meet the rigors of college study to better prepare them for the transition to post-secondary education.
- Enables students to explore multiple business careers before committing to a specific major.

Tech-Prep at South Brunswick High School

- Model features articulation agreements with both two-year and four-year post-secondary institutions.
- Program allows students to begin their college career while still in high school by earning dual credit for courses completed at SBHS.
- Offers a seamless transition from secondary school to entry into associate and baccalaureate degree programs at the post-secondary level.

What Is Dual Credit?

- Earning high school and college credit simultaneously while still in high school.
- All students who enroll in Tech-Prep courses have the ability to earn dual credit.
- SBHS courses are open to students in grades 10-12.

Goals

- To give students the opportunity to jump-start their college career by earning college credit while still in high school
- To provide students a seamless transition from secondary to post-secondary level
- To integrate strong academics with career and technical studies by providing a rigorous and relevant college curriculum
- To create strong articulation agreements with colleges and universities across the state of NJ

Program Delivery

The Tech Prep: Pathways to Business program emphasizes teaching strategies that infuse the application of traditional academic content with real-world, career oriented problem solving activities. Rigorous curriculum strives to prepare students for the large number of career opportunities in business. Courses are activity-based and designed to apply to a wider variety of learning styles than strictly lecture classes. Students are able to connect the knowledge and skills they learn in school through experiences such as field trips to business sites, college campus visits and presentations by business executives. The following courses are offered with the option to earn college credits through the Tech-Prep program:

- Advanced Computer Applications for Business
- Business Organization & Management
- College Accounting I
- College Accounting II
- Concepts of Business Management
- Small Business Management
- Calculus for Tech-Prep
- English IV-English Composition
- Fundamentals of Public Speaking

Courses are open to students in grades 10-12. College credit is awarded through Middlesex County College and in partnership with Kean University.

Articulation

Teachers in the Business Education department and professors from Middlesex County College and Kean University work together in the summer months to develop and revise curriculum. During the school year teachers meet monthly to reflect and discuss the rigor and relevance of program delivery in order to provide for the success and consistency of instruction. All of the teachers hold Master Degrees and are observed by Middlesex County College annually.

Core Curriculum Content Standards

STANDARD 9.1 (Career and Technical Education) All students will develop career awareness and planning, employability skills, and foundational knowledge necessary for success in the workplace.

STANDARD 9.2 (Consumer, Family, and Life Skills) All students will demonstrate critical life skills in order to be functional members of society.

Business Education Benchmarks

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 12**, students will:

A. Career Awareness/Preparation

1. Re-evaluate personal interests, abilities, and skills through various measures including self assessments.
2. Evaluate academic and career skills needed in various career clusters.
3. Analyze factors that can impact an individual's career.
4. Review and update their career plan and include the plan in a portfolio.
5. Research current advances in technology that apply to a selected occupational career cluster.

B. Employability Skills

1. Assess personal qualities that are needed to obtain and retain a job related to career clusters.
2. Communicate and comprehend written and verbal thoughts, ideas, directions, and information relative to educational and occupational settings.
3. Select and utilize appropriate technology in the design and implementation of teacher-approved projects relevant to occupations and/or higher educational settings.
4. Evaluate the following academic and career skills as they relate to home, school, community, and employment:
 - Communication
 - Punctuality
 - Time management
 - Organization
 - Decision making
 - Goal setting
 - Resources allocation
 - Fair and equitable competition

- Safety
 - Employment application skills
 - Teamwork
5. Demonstrate teamwork and leadership skills that include student participation in real world applications of career and technical education skills.

All students electing further study in career and technical education will also:

1. Participate in a structured learning experience that demonstrates interpersonal communication, teamwork, and leadership skills.
2. Participate in simulated industry assessments, when and where appropriate.
3. Prepare industry-specific technical reports/projects that incorporate graphic aids, when and where appropriate.
4. Demonstrate occupational health and safety skills related to industry-specific activities.

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 12**, students will:

A. Critical Thinking

1. Apply communications and data analysis to the problem-solving and decision making processes in a variety of life situations.
2. Describe and apply constructive responses to criticism.
3. Apply the use of symbols, pictures, graphs, objects, and other visual information to a selected project in academic and/or occupational settings.
4. Recognize bias, vested interest, stereotyping, and the manipulation and misuse of information while formulating solutions to problems that interfere with attaining goals.
5. Apply knowledge and skills needed to use various means of transportation within a community.

B. Self-Management

1. Revise and update the personal growth plan to address multiple life roles.
2. Apply project planning and management skills in academic and/or occupational settings.
3. Compare and contrast methods for maximizing personal productivity.

C. Interpersonal Communication

1. Model interpersonal and effective conflict resolution skills.
2. Communicate effectively in a variety of settings with a diverse group of people.

D. Character Development and Ethics

1. Analyze how character influences work performance.
2. Identify and research privileges and duties of citizens in a democratic society.
3. Discuss consequences and sanctions when on-the-job rules and laws are not followed.

4. Compare and contrast a professional code of ethics or code of conduct from various work fields and discuss similarities and differences.
5. Apply a professional code of ethics to a workplace problem or issue.

E. Consumer and Personal Finance

1. Analyze factors that influence gross and net income.
2. Design, implement, and critique a personal financial plan.
3. Discuss how to obtain and maintain credit.
4. Prepare and use skills for budget preparation, making predictions about income and expenditures, income tax preparation, and adjusting spending or expectations based on analysis.
5. Use comparative shopping techniques for the acquisition of goods and services.
6. Analyze the impact of advertising, peer pressure, and living arrangements on personal purchasing decisions.
7. Evaluate the actions a consumer might take in response to excess debt and personal financial status.
8. Analyze the interrelationships between the economic system and consumer actions in a chosen career cluster.

F. Safety

1. Engage in an informed discussion about rules and laws designed to promote safety and health.
2. Describe and demonstrate basic first aid and safety procedures.
3. Analyze the occurrence of workplace hazards.
4. Practice the safe use of tools and equipment.
5. Implement safety procedures in the classroom and workplace, where appropriate.
6. Discuss motor vehicle safety, including but not limited to, New Jersey motor vehicle laws and regulations, methods of defensive driving, and the importance of personal responsibility on public roads/streets.

The Tech-Prep Pathways to Business program makes many cross-curricular connections using the following Core Curriculum Standards of various disciplines:

- STANDARD 3.2 (Writing) All students will **write** in clear, concise, organized language that varies in content and form for different audiences and purposes.
- STANDARD 3.3 (Speaking) All students will **speak** in clear, concise, organized language that varies in content and form for different audiences and purposes.
- STANDARD 3.4 (Listening) All students will listen actively to information from a variety of sources in a variety of situations.
- STANDARD 3.5 (Viewing and media literacy) All students will access, view, evaluate, and respond to print, non-print, and electronic texts and resources.

- STANDARD 6.1 (Social Studies Skills) All students will utilize historical thinking, problem solving, and research skills to maximize their understanding of civics, history, geography, and economics.
- STANDARD 6.2 (Civics) All students will know, understand and appreciate the values and principles of American democracy and the rights, responsibilities, and roles of a citizen in the nation and the world.
- STANDARD 6.5 (Economics) All students will acquire an understanding of key economic principles.
- STANDARD 8.1 (Computer and information literacy) All students will use computer applications to gather and organize information and to solve problems.
- STANDARD 9.1 (Career and Technical Education) All students will develop career awareness and planning, employability skills, and foundational knowledge necessary for success in the workplace.
- STANDARD 9.2 (Consumer, Family, and Life Skills) All students will demonstrate critical life skills in order to be a functioning member of society.

The curriculum is written in the Understanding by Design format and is based on enduring understanding (broad concepts) with essential questions and both formative and summative assessments.

Assessment

The Business Education department uses multiple assesment strategies in order to accomodate the multiple intelligences of our diverse population of students. Assemessments range from case studies, hands-on group projects, simulation activities, Internet-based research projects and presentations to objective quizzes and tests. We believe that assessments should be developed strategically to measure learning while keeping learning styles and the multiple intelligences in mind.

NJCCCS*

The Cumulative Progress Indicators (CPI's) referenced in this curriculum guide refer to the New Jersey Core Curriculum Content Standards and are “unpacked” in the curriculum that follows.

A complete copy of the Core Curriculum Content Standards may also be found at:

<http://www.state.nj.us/education/aps/cccs>

Tech-Prep Electives

Pathways to Business



Advanced Computer Applications for Business
Business Organization & Management
College Accounting I
College Accounting II
Concepts of Business Management
Small Business Management
Calculus for Tech-Prep
English IV-English Composition
Fundamentals of Public Speaking



Advanced Computers Applications for Business

Subject: Business
Department: Business
Grade: 10-12

Course Summary:

Advanced Computer Applications for Business is a combination of computer and information science theory with project-based exploration of computer applications. It is designed for students with well-developed computer skills. The course discusses the terminology and use of current PC hardware and software for processing and communicating data. Students define what computers and computer programs are and their applications in business, industry, institutions, and government. Students gain advanced computer skills in Microsoft applications such as Word, PowerPoint, Excel, Access, and Publisher. Students are also exposed to computer graphics and multimedia applications. Students have the option of earning 3 college credits.

State Standards:

STANDARD 8.1 (Computer And Information Literacy): All Students Will Use Computer Applications To Gather And Organize Information And To Solve Problems.

STANDARD 8.2 (Technology Education): All Students Will Develop An Understanding Of The Nature And Impact Of Technology, Engineering, Technological Design, And The Designed World As They Relate To The Individual, Society, And The Environment.

Enduring Understandings:

Students will understand the fundamentals of the working computer.
Students will be skillful in the use of the Microsoft Office Package.
Students will be proficient in using the Internet.

Essential Questions:

- What are the fundamentals of a computer?
- What are the different ways to run applications from the Windows environment?
- What are the steps it would take to prepare a multiple-page document and convert the text to columns?
- What are five key formulas for Excel?
- How can you enhance an Excel worksheet?
- How can you modify a slide in PowerPoint?
- Why would you want to use the Auto Layout feature in PowerPoint?
- What is the process you need to use in Access to use a form to display records?
- What are the different ways to use search techniques on the Internet?
- What are the various methods and uses of email?

Knowledge:

- the fundamentals of a computer.
- components of the basics of data communication and networks.

- how to accurately use computer software programs such as Microsoft Word, Excel, PowerPoint, Access.
- and be able to identify the physical elements of a computer.
- how data is entered into the computer and the different types of input devices.
- the working of printers and other output devices.
- how data is stored on a computer.
- the difference between various operating systems.
- ways to launch a browser.
- how to use addresses.
- different ways to use search techniques.
- uses of e-mail.

Skills:

- prepare multiple-page documents and convert text to columns using Word.
- demonstrate how to use tables and graphics in Word.
- merge files in Word.
- build and revise worksheets in Excel.
- enhance a worksheet.
- apply formulas and functions in Excel.
- create various charts in Excel.
- modify an existing slide.
- use templates and Auto Layout.
- demonstrate how to present a slide show.
- modify a table structure using Access.
- retrieve information in Access.
- use a form to display records using Access.
- create database reports and steps to do so.

Course Weighting:

Grades are earned based on the following distribution:

- 30% Tests
- 15% Quizzes
- 30% Projects
- 15% Classwork Assignments
- 10% Class Participation (includes “Do Now” activities, completion of reading and homework assignments, preparation for class, participation in discussions/group work, and behavior)



Business Organization & Management

Subject: Business Organization & Management

Department: Business

Grade Level: 10-12

Mission: Through the study of various business subjects, students will obtain the necessary skills to work in the business field such as interpersonal relations, multi-tasking, leadership, effective written and oral communication and the ability to work with peers in a group setting.

Course Description: This course focuses on the planning, supervision, control and performance of activities involved in the production of goods and services. Students will explore the functions of human resources, marketing, purchasing, production, and finance through hands-on project based experiences. Students will understand the major components necessary to develop and maintain a successful business that relates positively to the society.

Big Idea: Business Organization and Management examines how businesses operate in our society and how certain factors affect the performance of a business.

Standards:

- STANDARD 3.2 (Writing) All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.
- STANDARD 3.3 (Speaking) All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes.
- STANDARD 3.4 (Listening) All students will listen actively to information from a variety of sources in a variety of situations.
- STANDARD 3.5 (Viewing and media literacy) All students will access, view, evaluate, and respond to print, non-print, and electronic texts and resources.
- STANDARD 6.1 (Social Studies Skills) All students will utilize historical thinking, problem solving, and research skills to maximize their understanding of civics, history, geography, and economics.
- STANDARD 6.2 (Civics) All students will know, understand and appreciate the values and principles of American democracy and the rights, responsibilities, and roles of a citizen in the nation and the world.
- STANDARD 6.5 (Economics) All students will acquire an understanding of key economic principles.
- STANDARD 8.1 (Computer and information literacy) All students will use computer applications to gather and organize information and to solve problems.
- STANDARD 9.1 (Career and Technical Education) All students will develop career awareness and planning, employability skills, and foundational knowledge necessary for success in the workplace.
- STANDARD 9.2 (Consumer, Family, and Life Skills) All students will demonstrate critical life skills in order to be functional members of society.

Enduring Understandings:

- Understanding how critical economics is to the development of a successful business.
- The global economy has and will continue to expand because of advancements in E-business.
- Knowing the forms of ownership is critical to business.

- The basic management functions are planning, organizing, leading, and controlling.
- Marketing is an organizational function and a set of processes for creating, communicating, and delivering value to customers for managing customer relationships in ways that benefit the organization and its stakeholders.
- People can make better decisions with useful information.
- Understanding accounting and financial concepts is important to managing a business.
- The human resource is not only unique and valuable, but it is also an organization's most important resource; therefore attracting and retaining quality employees is vital.
- Planning, research and development, and technology affect the nature of production.

Essential Questions:

- How do economics and ethics impact the business environment?
- What is the impact of E-business on international trade?
- What factors might affect your decision when selecting a business form of ownership?
- What management functions are necessary in the operation of a business?
- What is the advantage of a marketing plan for a business?
- What information is necessary for successful decision making?
- How does knowledge of accounting and financial concepts impact a business?
- How do you attract and retain valuable employees?
- How has technology affected the production process in recent years?

Students will know the following terminology...

- | | | |
|-------------------------|-------------------------------------|----------------------------|
| • Absolute advantage | • Business model | • Compensation system |
| • Accounting | • Business plan | • Competition |
| • Accounting equation | • Business product | • Computer viruses |
| • Advertising | • Business-to-business model (B2B) | • Conceptual skill |
| • Annual report | • Business-to-consumer (B2C) | • Consumer buying behavior |
| • Assets liabilities | • Buying behavior | • Consumer price index |
| • Audit | • Buying long | • Consumer product |
| • Automation | • Capacity | • Consumer products |
| • Balance of payments | • Capital gain | • Consumerism |
| • Balance of trade | • Capitalism | • Contingency plan |
| • Balance sheet | • Cash flow | • Controlling |
| • Barter | • Caveat emptor | • Convenience product |
| • Behavior modification | • Certified public accountant (CPA) | • Convertible bond |
| • Bill of lading | • Closed corporation | • Cookie |
| • Blue-chip stock | • Code of ethics | • Cooperative |
| • Board of directors | • Command economy | • Cooperative advertising |
| • Bond indenture | • Commercial bank | • Copyright |
| • Brand | • Commission | • Corporation |
| • Brand mark | • Common stock | • Countertrade |
| • Brand name | • Comparable worth | • Credit |
| • Breakeven quantity | • Comparative advantage | • Credit union |
| • Budget | • Compensation | • Cultural diversity |
| • Business | | |
| • Business cycle | | |
| • Business ethics | | |

- Current assets
- Debenture bond
- Decision making
- Decisional role
- Deflation
- Demand
- Demand deposit
- Democratic leader
- Depreciation
- Depression
- Design planning
- Discount
- Discount rate
- Dividend
- Domestic corporation
- Domestic system
- Draft
- Dumping
- E-business
- E-commerce
- Economic model of social responsibility
- Economics
- Economy
- Electronic funds transfer (EFT) system
- Embargo
- Entrepreneur
- Equity theory
- Ethics
- Expectancy theory
- Export-Import Bank of the United States
- Exporting
- External/Internal recruiting
- Factors of production
- Factory system
- Federal deficit
- Federal funds rate
- Federal Reserve System
- Financial accounting
- Financial leverage
- Financial management
- Financial manager
- Financial planner
- Financial ration
- First-line manager
- Fiscal policy
- Fixed assets
- Fixed cost
- Flextime
- Foreign corporation
- Form utility
- Franchise
- Franchisee
- Franchising
- Franchisor
- Free enterprise
- Gantt chart
- General Agreement of Tariffs and Trade
- General partner
- General partnership
- Generally accepted accounting principles (GAAPs)
- Generic product
- Goal
- Government-owned corporation
- Gross domestic product
- Gross sales
- Hostile takeover
- Hourly wage
- Human resources management (HRM)
- Human resources planning
- Import duty
- Import quota
- Importing
- Inflation
- Initial public offering (IPO)
- Institutional advertising
- Integrated marketing communication
- International business
- International Monetary Fund (IMF)
- Interpersonal role
- Interpersonal skill
- Inventory control
- Invisible hand
- Job analysis
- Job description
- Job enrichment
- Job evaluation
- Job specification
- Joint venture
- Labeling
- Leadership
- Leading
- Lease
- Letter of credit
- Limit order
- Limited liability
- Limited partner
- Limited partnership
- Limited-liability company (LLC)
- Line of credit
- Liquidity
- Log-file records
- Macroeconomics
- Malcolm Baldrige National Quality Award
- Management
- Managerial accounting
- Market economy
- Market order
- Market price
- Market segment
- Marketing
- Marketing concept
- Marketing information systems
- Marketing mix
- Markup
- Maslow's hierarchy of needs
- Mass production

- Master limited partnership (MLP)
- Maturity date
- Measure of value
- Medium of exchange
- Merger
- Microeconomics
- Middle manager
- Minority
- Mission
- Mixed economy
- Monetary policies
- Money
- Monopolistic competition
- Monopoly
- Morale
- Mortgage bond
- Motivating
- Nasdaq
- National bank
- National debt
- Natural monopoly
- Net asset value (NAV)
- Net sales
- Nontariff barriers
- Not-for-profit corporation
- Objective
- Oligopoly
- Online communities
- Open corporation
- Open-market operations
- Operating expenses
- Operational plan
- Operations management
- Operations manager
- Organizing
- Orientation
- Outsourcing
- Overtime
- Owner's equity
- Packaging
- Partnership
- Part-time
- Penetration pricing
- Perfect competition
- Personal budget
- Personal selling
- PERT (Program Evaluation and Review Techniques)
- Plan
- Planning
- Planning horizon
- Plant layout
- Pollution
- Possession utility
- Preferred stock
- Preferred stock
- Price
- Price competition
- Price leaders
- Price skimming
- Primary market
- Producer price index
- Product
- Product differentiation
- Product line
- Product line
- Productivity
- Productivity
- Profit
- Profit sharing
- Promotion
- Promotion mix
- Promotional campaign
- Proxy
- Public relations
- Quality control
- Rate of return
- Raw material
- Recession
- Recruiting
- Relationship marketing
- Replacement chart
- Reserve requirement
- Return on sales
- Revenue stream
- Robotics
- Salary
- Sarbanes-Oxley Act of 2002
- S-corporation
- Secondary market
- Selection
- Selling short
- Serial bonds
- Shopping product
- Short-term financing
- Skills inventory
- Small business
- Small Business Administration (SBA)
- Social audit
- Social responsibility
- Socioeconomic model of social responsibility
- Sole proprietorship
- Spamming
- Specialization
- Specialty product
- Stakeholders
- Standard of living
- State bank
- Statement of cash flows
- Stock
- Stock dividend
- Stockholder
- Store of value
- Strategic alliance
- Strategic plan
- Strategic planning
- Supply
- Syndicate
- Tactical plan
- Target market
- Team
- Technical skill
- Tender offer
- Theory X
- Theory Y
- Theory Z
- Top manager
- Total cost

- Total Quality Management (TQM)
- Total revenue
- Trade deficit
- Trade name
- Trademark
- Trial balance
- Trustee
- Unlimited liability
- Utility
- Variable cost
- Venture capital
- Wage survey
- Whistle-blowing
- World Trade Organization
- Zero-based budgeting

Knowledge and Skills (what students will know and do):

1. Studying business will help you choose a career, perhaps start your own business, and become a better-informed consumer, investor, and employee.
2. More corporations are developing ethics and social responsibility programs.
3. International business encompasses all business activities that involve exchanges across national boundaries.
4. The internet and e-business are changing the way we live and the way business do business.
5. The three common forms of business ownership sole proprietorship, partnership, and corporation.
6. Small businesses drive the economy.
7. The four basic management functions planning, organizing, leading, and controlling.
8. Marketers are concerned with building long-term customer relationships.
9. Managers and employees can make more informed decisions with useful information.
10. Being able to understand how to attract and keep the right people is crucial.
11. Define business and identify potential risks and rewards.
12. Identify the types of ethical concerns that arise in the business world.
13. Explore the growth trends, future opportunities, and challenges of e-business and international trade.
14. Describe the advantages and disadvantages of the various forms of business ownership.
15. Describe the four basic management functions: planning, organizing, leading, and controlling.
16. Explain the nature of production.
17. Identify the four elements of the marketing mix.
18. Discuss the five functions of an information system.
19. Summarize the process of financial management.
20. Describe the major components of human resource management.

Connections

Cross Curricular:

- Mathematics through the application of various financial ratios.
- Social Studies through reading and interpreting data and information, as well as economic applications.
- Language Arts through the translation and explaining of data.

Technology:

- Use search engines, websites, and computer applications to gather and organize information and to solve problems
- Use digital cameras, video cameras, and video editing software to enhance the learning experience.
- Use a variety of computer software to complete activities on a daily basis.

Character Education (Core Values):

- The core values of honesty, respect, responsibility, kindness, and service are addressed and stressed in all business courses throughout the year.

Career:

- Develop career awareness and planning, employability skills, and foundational knowledge necessary for success in the workplace.
- Demonstrate critical life skills in order to be functional members of society.

DEPARTMENT AGREEMENTS ON MINIMUM COURSE PROFICIENCIES:

In order to receive credit for this course, students must exhibit proficiency in the topics described below. AP Grade Weighting
<u>GRADING / ASSESSMENTS</u>
Periodic evaluations will take place during each marking period. [During the first quarter, the instructor will explain his/her grading procedures to the class.] Students will earn a grade for each quarter. The grade will be calculated as follows: <ul style="list-style-type: none">• 25% for each quarter
<u>MINIMUM PROFICIENCY</u>
In order to pass Business Organization and Management for the year with the minimum grade of “D”, a student must: <ul style="list-style-type: none">• Have a grade of 65% or greater when the 4 quarters are averaged together.
In order to earn college credit through Middlesex County College's High School Scholars program, a student must: <ul style="list-style-type: none">• Pass the course with a minimum grade of 70%.



College Accounting II

Subject: Accounting

Department: Business

Grade Level: 11-12

Prerequisite: College Accounting I with a grade of C or better.

Course Summary:

This advanced course uses a college level text, and introduces students to managerial accounting and the manufacturing process. Students will also be exposed to the terminology used to describe costs related to manufacturing. The course emphasizes accounting activities that help managers plan and control the operations of a business, for example, budgets and other performance evaluations, and how they are used to control operations. The year will end with a brief introduction to the basics of capital investment analysis, which is a topic covered in much more detail in introductory finance and/or intermediate accounting.

State Standards (that are being met through this course):

- STANDARD 3.2 (Language Arts Literacy; Writing): All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.
- STANDARD 3.3 (Language Arts Literacy; Speaking): All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes.
- STANDARD 3.4 (Language Arts Literacy; Listening): All students will listen actively to information from a variety of sources in a variety of situations.
- STANDARD 3.5 (Language Arts Literacy; Viewing and Media Literacy): All students will access, view, evaluate, and respond to print, nonprint, and electronic texts and resources.
- STANDARD 4.1 (Mathematics; Number and Numerical Operations): All students will develop number sense and will perform standard numerical operations and estimations on all types of numbers in a variety of ways.
- STANDARD 4.5 (Mathematics; Mathematical Processes): All students will use mathematical processes of problem solving, communication, connections, reasoning, representations, and technology to solve problems and communicate mathematical ideas.
- STANDARD 6.1 (Social Studies; Social Studies Skills): All students will utilize historical thinking, problem solving, and research skills to maximize their understanding of civics, history, geography, and economics.
- STANDARD 6.2 (Social Studies; Civics): All students will know, understand and appreciate the values and principles of American democracy and the rights, responsibilities, and roles of a citizen in the nation and the world.
- STANDARD 6.5 (Social Studies; Economics): All students will acquire an understanding of key economic principles.
- STANDARD 8.1 (Technological Literacy; Computer and Information Literacy): All students will use computer applications to gather and organize information and to solve problems.
- STANDARD 9.1 (Career Education and Consumer, Family, and Life Skills; Career and Technical Education): All students will develop career awareness and planning, employability skills, and foundational knowledge necessary for success in the workplace.
- STANDARD 9.2 (Career Education and Consumer, Family, and Life Skills; Consumer, Family, and Life Skills): All students will demonstrate critical life skills in order to be functional members of society.

Enduring Understandings (if you could sum up what the students will know in three statements, what would they be?)

- Introduces students to managerial accounting and the manufacturing process.
- Students will also be exposed to the terminology used to describe costs related to manufacturing and cost behavior.
- The course emphasizes accounting activities that help managers plan and control the operations of a business, for example, budgets and other performance evaluations, and how they are used to control operations.

Essential Questions (If giving an essay final exam, what ten questions would you ask?)

- Why are most large businesses organized as corporations?
- If a stockbroker advises a client to “buy preferred stock...with that type of stock you will never have to worry about losing the dividends,” is the broker right? Explain your answer.
- What is meant by the phrase “time value of money”?
- If bonds issued by a corporation are sold at a premium, what is the relation of the market rate of interest compared to the contract rate?
- Why do most preparers of Cash Flow Statements prefer the Indirect Method?
- Who cares about the Cash Flow Statement since it only tells the reader where the company’s money came from and where the company’s money was spent?
- Why do accountants have to accumulate costs for each specific job or process?
- Why is it necessary to calculate a predetermined overhead rate?
- Why is it necessary to keep up with the flow of costs in a job order system?
- Can a business be using both process and job order costing? Explain.
- What does equivalent units of production (EUP) mean, and why is it necessary for it to be correct?
- Since budgets are estimates made before a period begins and may prove wrong, are they worth the time and effort put into them? Explain.
- Why does management need to evaluate variances and make adjustments?
- What is the best type of responsibility accounting center and why?
- Which method of evaluating capital investment is the best to use? Why?
- Why do capital investments seem to be so important and affect several years?
- The reliability of cost-volume-profit (CVP) analysis depends on several key assumptions. What are those primary assumptions?
- How do you know if a ratio is good or bad?
- What do ratios and basic analytical procedures tell us about a company?
- Why does fixed cost remain the same in total dollar amount but increase or decrease per unit as the level of activity changes?

Knowledge:

- Students will be able to describe the nature of the corporate form of organization.
- Students will learn the two ways to finance a corporation, and the entries for issuing stock, paying dividends, and selling bonds.
- Students will learn how to prepare a statement of cash flows, using the indirect and the direct method.
- Students will be able to apply financial statement analysis to assess the solvency and profitability of a business.
- Students will be able to describe the contents of corporate annual reports.
- Students will be able to describe managerial accounting and the role of managerial accounting in a business.

- Students will be able to prepare journal entries for a job order and process cost accounting system.
- Students will be able to classify costs by their behavior as variable costs, fixed costs, or mixed costs.
- Students will be able to describe budgeting, its objectives, and its impact on human behavior.
- Students will be able to evaluate a businesses performance using variances from standard costs.
- Students will know how to prepare a responsibility accounting report for a cost, profit and investment centers.
- Students will be able to explain the nature and importance of capital investment analysis.

Skills:

Identify and demonstrate knowledge of basic characteristics of a corporation and related equity accounting.	11-1, 11-2, 11-3, 11-4, 11-5, 11-6, 11-7, 12-1, 12-2, 12-3, 12-4, 13-6
Identify and demonstrate knowledge of basic characteristics of a corporate investing.	12-5
Identify and demonstrate knowledge of basic characteristics of accounting for long-term liabilities.	13-1, 13-2, 13-3, 13-4, 13-5
Construct/analyze/interpret financial statement using ratios.	15-1, 15-2, 15-3, 15-4
Construct/analyze/ interpret statement of cash flows (indirect/ direct methods).	14-1, 14-2, 14-3
Identify and demonstrate knowledge of the basic characteristics of managerial accounting.	16-1, 16-2
Identify and demonstrate knowledge of the three broad functions of management.	16-1, 16-4
Identify and demonstrate knowledge of the features of managerial accounting.	16-3, 16-4
Identify and demonstrate knowledge of variable and fixed costs.	19-1, 20-1, 20-4, 20-5, 20-6
Identify and demonstrate knowledge of CVP analysis.	19-4
Identify and demonstrate knowledge of Contribution margin.	19-2
Identify and demonstrate knowledge of break-even point.	19-3
Identify and demonstrate knowledge of margin of safety and sales target calculations.	19-5
Identify and demonstrate knowledge of Job and process costing.	17-1,17-2, 17-3,17-4, 18-1, 18-2, 18-3, 18-4
Identify and demonstrate knowledge of budgetary planning, control and responsibility centers.	21-1, 21-2, 23-1, 23-2,

Identify and demonstrate knowledge of annual rate of return; cash payback techniques. 25-2

Identify and demonstrate knowledge of net present value and internal rate of return. 25-2

Grading/Rubrics:

The following grading structure will be utilized:

Quizzes – 15%

Unit Tests – 30%

Unit Projects – 30%

Classwork – 15%

Do Nows / Participation

– 5%

Homework – 5%



College Calculus for Tech Prep

Department: Mathematics

Grade Level: 11-12

Mission: Through mathematics, students communicate, make connections, reason, and represent the world quantitatively in order to pose and solve problems.

Course Description: College Calculus is a course designed to explore the concepts of derivatives and their applications, as well as integration with applications. In addition, the fundamentals of analytic geometry and transcendental functions will be presented.

Big Idea: Calculus develops the student's understanding of the concepts of functions, graphs, limits, derivatives and integrals and provides experience with its methods and applications.

Enduring Understandings:

- The derivative is the instantaneous Rate of change at a given point.
- The limit of a function is the value approached by $f(x)$ as x approaches a given value or infinity.
- The concept of a limit is one of the foundations of calculus.
- The integral is a function that can be used to determine the summation of an infinite set.
- Differentiation and definite integration are inverse operations.
- The slope of a line in algebra is the average rate of change while the slope of the tangent to a curve at a point in calculus is the instantaneous rate of change (the derivative of a function).
- The derivative of a function can be interpreted as an instantaneous rate of change.
- The definite integral can be used to find exact area or volume by using the limit of Riemann sums.
- There is a defined relationship between the integral of function f , the function f , and the first and second derivatives of function f .
- Derivatives can be used to solve a variety of problems involving instantaneous rate of change.
- Integrals can be used to solve a variety of problems related to area, velocity, acceleration, volume and area of a surface of revolution

Essential Questions:

- How does the derivative represent an instantaneous rate of change?
- How does the integral represent the summation of an infinite set?
- How do you determine that a function is continuous and/or differentiable?
- Is there a way to visualize what a derivative is?
- What does the graph of a function tell about the equation?
- How can calculus be used to solve problems in business and economics?
- How are derivatives used in optimization problems?
- How does the graph of a function relate to its equation?
- How are the following defined? (the area bounded by two curves, the volume generated by rotating a plane area, the length of a plane curve, the area of a surface revolution)
- What methods involving integrals can be used to find the volume of a solid?
- How can the concept of limits be applied in mathematics?
- How is the concept of a limit connected to a derivative and to an integral?
- How do the graphs of the first and second derivatives relate to the function graph?
- How is the rate of change reflected in its table and graph?

Students will know the following terminology

- Absolute Maximum
- Absolute Minimum
- Acceleration
- Antiderivative
- Area
- Asymptote
- Average Rate of Change
- Average Value of a Function
- Average Velocity
- Calculus
- Chain Rule
- Circumscribed Rectangles
- Concave Downwards
- Concave Upwards
- Concavity
- Constant of Integration
- Continuity
- Continuous Function
- Critical Point
- Cusp
- Decreasing Function
- Definite Integral
- Derivative
- Difference Quotient
- Differentiable
- Differential
- Differential Equation
- Differentiation
- Discontinuity
- Discontinuous Function
- Disk
- Even Function
- Explicit Form
- Exponential Decay
- Exponential Growth
- Extrema
- Extreme Value Theorem
- First Derivative Test
- Fundamental Theorem of Calculus
- Half-life
- Higher Order Derivative
- Horizontal Asymptote
- Implicit Differentiation
- Implicit Form
- Increasing Function
- Indefinite Integral
- Indeterminate Form
- Index of Summation
- Infinite Limit
- Inflection Point
- Inscribed Rectangles
- Instantaneous Rate of Change
- Integral
- Integration
- Intermediate Value Theorem •
- Inverse Function
- Limit
- Lower Sum
- Maximum
- Mean Value Theorem
- Minimum
- Node •
- Non-removable Discontinuity
- Numerical Differentiation
- Odd Function
- One-sided Limit
- Piece-Wise Function
- Point of Inflection
- Position Function
- Propagated Error
- Rate of Change
- Related Rates
- Relative Error
- Relative Maximum
- Relative Minimum
- Removable Discontinuity
- Riemann Sums
- Rolle's Theorem
- Secant Line
- Second Derivative Test
- Second Fundamental Theorem of Calculus
- Shell
- Sigma Notation
- Slant Asymptote
- Speed
- Squeeze Theorem
- Tangent Line
- Trapezoidal Rule
- Upper Sum
- Velocity Vertical Asymptote
- Vertical Tangent
- Volume of a Solid Washer

Knowledge and Skills (what students will know and do)

1. Find limits graphically, numerically, and analytically:
 - Limits at a point
 - One-sided limits
 - Infinite limits
2. Apply the Limit Definition of the Derivative
3. Find the derivative of a function using the following methods:
 - Power Rule
 - Product Rule
 - Quotient Rule
 - Chain Rule
 - Implicit Differentiation
4. Apply the concept of derivative to solve related rates word problems.
5. Find extrema on open and closed intervals.
6. Find points of discontinuity.
7. Find intervals where a function is increasing, decreasing or constant.
8. Apply The First Derivative Test.
9. Apply The Second Derivative Test.
10. Apply Rolle's Theorem.
11. Apply the Mean Value Theorem for derivatives and integrals.
12. Apply the Intermediate Value Theorem.
13. Apply the Extreme Value Theorem.
14. Apply various tests and knowledge of increasing, decreasing, extrema and concavity to sketch complex curves without using a calculator.
15. Apply concepts of extreme values to solve optimization word problems.
16. Use the idea of the differential to estimate function values.
17. Find the antiderivative of a function.
18. Find the area under a curve using definite integrals.
19. Approximate the area under a curve using Riemann Sums.
 - Inscribed rectangles
 - Circumscribed rectangles
 - Midpoint
20. Approximate the area under a curve using the Trapezoidal Rule and determine the error.
21. Apply The Fundamental Theorem of Calculus.
22. Apply The Second Fundamental Theorem of Calculus.
23. Integrate using the u-substitution method.
24. Apply concepts of differentiation and integration to:
 - Logarithmic Functions
 - Exponential Functions
 - Inverse Functions
25. Solve differential equations.
26. Solve problems involving growth and decay.
27. Find the area of a region between two curves.
29. Find the volume of a three-dimensional solid of revolution using:
 - Disk method
 - Washer method
 - Shell method

Standards:

NJCCCS 4.5

(Mathematics; Mathematical Processes): All students will use mathematical processes of problem solving, communication, connections, reasoning, representations, and technology to solve problems and communicate mathematical ideas

Connections

Cross Curricular:

- Science through problem solving, scientific notation, and applications.
- Social Studies through reading and interpreting data and graphs, as well as economic applications.
- Language Arts through translating and explaining work problems during applications and problem solving.

Technology: 8.1 A3 Construct a spreadsheet, enter data, use mathematical or logical functions to manipulate and process data, generate charts and graphs, and interpret the results.

Character Education (Core Values): The core values of honesty, respect, responsibility, kindness, and service are addressed and stressed in all math courses throughout the year.

Career: The following standards are addressed: 9.1 B2, 9.1 B4, 9.1 B5, 9.2 A1-4, 9.2 B 2-3, 9.2 C- 2, 9.2 D1

DEPARTMENT AGREEMENTS ON MINIMUM COURSE PROFICIENCIES:

In order to receive credit for this course, students must exhibit proficiency in the topics described in this document.
<u>GRADING / EVALUATION</u>
Periodic evaluations will take place during each marking period. [During the first marking period, the instructor will explain his/her grading procedures to the class.] Students will earn a grade for each marking period, midterm exam, and the final exam. The grade will be calculated as follows: a) 20% for each marking period b) 10% for the midterm exam c) 10% for the final exam
<u>MINIMUM PROFICIENCY</u>
In order to pass College Calculus for the year with the minimum grade of “D,” a student must:
<ul style="list-style-type: none"> • have a grade of 65% or greater when the four marking period grades are averaged together as stated above.
In order to earn college credit, a student must:
<ul style="list-style-type: none"> • be enrolled in the High School Scholars program • receive a grade of 70% or better
Grades are determined as follows:
<ul style="list-style-type: none"> • 100% Tests / Quizzes / Performance Assessments



Concepts of Business Management

Subject: Business Management

Department: Business

Grades: 11-12

Prerequisite: Business Organization & Management with a grade of C or better.

Course Summary:

This course focuses on theories, techniques, and insights from the behavioral sciences of the major areas of management. Students will explore the functions of management including planning, organizing, directing, and controlling. Concepts that apply to all levels of management are studied.

Enduring Understandings

- The traditional definition of management, how it has changed over time, and how we can learn from it, and apply to current concepts of management.
- Managers use the four functions of management – planning, organizing, leading, and controlling – as well as a variety of skills; technical, human relations, and conceptual.
- What the issues and/or concerns of businesses are and how they may complicate the theories of management in the future.

Essential Questions

- What does it mean to be a manager, and what do managers do?
- What are the foundations of the theory of management, and how did the classical theories and approaches influence modern management?
- What can organizations do to maintain high standards of ethical conduct?
- What should we know about diversity in the workplace?
- What is the impact of international business and globalization on management today?
- What are the foundations for successful teamwork?
- What are the goals and objectives of planning and control?
- What are the qualities of an effective leader?
- What is the most common type of organization structures and how can it be effectively utilized?
- How has diversity affected the workplace?
- What methods do managers use to motivate employees?
- How do successful managers communicate?

State Standards (that are being met through this course):

- STANDARD 3.2 (Language Arts Literacy; Writing): All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.
- STANDARD 3.3 (Language Arts Literacy; Speaking): All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes.
- STANDARD 3.4 (Language Arts Literacy; Listening): All students will listen actively to information from a variety of sources in a variety of situations.
- STANDARD 3.5 (Language Arts Literacy; Viewing and Media Literacy): All students will access, view, evaluate, and respond to print, nonprint, and electronic texts and resources.
- STANDARD 6.1 (Social Studies; Social Studies Skills): All students will utilize historical thinking, problem solving, and research skills to maximize their understanding of civics, history, geography, and economics.

- STANDARD 6.2 (Social Studies; Civics): All students will know, understand and appreciate the values and principles of American democracy and the rights, responsibilities, and roles of a citizen in the nation and the world.
- STANDARD 6.5 (Social Studies; Economics): All students will acquire an understanding of key economic principles.
- STANDARD 8.1 (Technological Literacy; Computer and Information Literacy): All students will use computer applications to gather and organize information and to solve problems.
- STANDARD 9.1 (Career Education and Consumer, Family, and Life Skills; Career and Technical Education): All students will develop career awareness and planning, employability skills, and foundational knowledge necessary for success in the workplace.
- STANDARD 9.2 (Career Education and Consumer, Family, and Life Skills; Consumer, Family, and Life Skills): All students will demonstrate critical life skills in order to be functional members of society.

Knowledge

- Students will know the classical theories of management and how they have influenced the workplace today.
- Students will be able to identify the goals and objectives of the four functions of management, and key skills and traits of effective managers.
- Students will know the major elements of the workplace today – globalization, teams, diversity, etc. – and how they have changed the modern day work environment.
- Students will be able to engage themselves in meaningful discussions and applications of management topics.
- Students will be able to analyze and apply principles in many scenarios and dilemmas of management (e.g. SWOT analysis).

Skills:

- Define management.
- Describe what organizations are.
- Identify and distinguish among the four principle functions of management.
- Describe the three types of skills necessary for managers and non-managers.
- Trace the historical evolution of management thought.
- Explain how organization culture and the components of the external environment impact on managers.
- Explain why the global environment is becoming more competitive and the way in which global organizations operate.
- Describe the concept of social responsibility and the way organizations can promote socially responsible behavior.
- Explain how ethics help managers determine the right way to behave.
- Define diversity and explain why management of diverse employees is both an ethical issue and a means to improve organization efficiency and effectiveness.
- Describe the steps managers should take to make the most effective decisions.
- List and describe the advantages and disadvantages of group decision making.
- Describe the steps in the planning process.
- Differentiate between traditional objective setting and management by objective process.
- Identify the major forecasting methods.
- Describe the organizational structures managers can design.
- Compare and contrast “tall and flat” organization structures.
- Describe the Human Resource Management process.
- Explain why performance appraisal and feedback are important.

- Explain what motivation is and why managers need to be concerned about it.
- Describe the theoretical approaches to motivation.
- Explain the role money plays as a motivator.
- Describe the trait and behavioral models of leadership.
- Describe the relationship between gender and leadership.
- Explain the contingency models of leadership.
- Explain the importance of groups and teams in an organization.
- Describe key elements of group behavior.
- Describe the communication process.
- Identify behaviors that make managers effective communicators.
- Identify communication skills managers need.
- Describe conflict management strategies.
- Identify the main steps in the organizational change process.
- Define organizational control.
- Describe the control process.



College Composition 121

Subject: English IV-English Composition
Department: English

Course Summary

This college-level course focuses on extensive reading materials that serve as structural models and as the basis for discussion and for the writing of essays involving response, analysis, and synthesis. A concentration on rhetorical and persuasive analysis will drive the class. Through a variety of writing assignments including process essays, timed writings, and shorter, in-class and out-of-class writings, students will develop competence in writing clear, correct, and effective English prose. Core works include non-fiction and grammar texts as well as *The Great Gatsby*, *Siddhartha*, *Things Fall Apart* and *A Streetcar Named Desire*.

Prerequisite

Passing score on the Accuplacer test or an SAT Critical Reading score of 540 or better.

Note: Students have the option of earning three college credits from Middlesex County College through the Tech-Prep Pathways to Business partnership.

Course Resources

The Contemporary Reader (Ninth Edition) by Gary Goshgarian. Pearson Education, Inc.

Keys for Writers (Fifth Edition) by Ann Raimes. Houghton Mifflin Company.

State Standards

The following State Curriculum Standards will be met through this course:

- STANDARD 3.2.12 A. 1. (Language Arts Literacy: Writing) Students engage in the full writing process by writing daily and for sustained amounts of time.
- STANDARD 3.2.12.B 7.)Language Arts Literacy: Writing) Students use primary and secondary sources to provide evidence, justification, or to extend a position and cite sources, such as periodicals, interviews, discourse, and electronic media.,
- STANDARD 3.2.12 C. 1. (Language Arts Literacy: Writing) Students use Standard English conventions in all writing, such as sentence structure, grammar and usage, punctuation, capitalization, and spelling.
- STANDARD 3.2.8 D 2 and 3 (Language Arts Literacy: Writing) Students apply knowledge and strategies for composing pieces in a variety of genres (e.g. narrative, expository, persuasive, poetic, and everyday/workplace or technical writing). Students write responses to literature and develop insights into interpretations by connecting to personal experiences and referring to textual information.
- STANDARD 3.1.12 G. 6. (Language Arts Literacy: Reading) Students recognize literary concepts, such as rhetorical device, logical fallacy, and jargon, and their effect on meaning.

Enduring Understandings

- Written communication is a complex process requiring planning, composing, and proofreading.
- Varied types of reading and writing have practical value in one's academic, professional, and personal lives.
- There is a relationship among reading, thinking, writing, and communicating.
- Competence in writing clear, correct, effective prose means that your writing is appropriate to audience and purpose.

Essential Questions

1. What does it mean to communicate?
2. What modes of discourse are most effective for a specific audience?
3. What part does logos, pathos and ethos play in effective persuasion?
4. What are the elements of effective writing?
5. How does one recognize and apply structure, style and rhetoric to writing.

Knowledge:

- Students will demonstrate the ability to comprehend and to use sophisticated, varied, vivid and precise language.
- Students will demonstrate control over errors in grammar, syntax, usage, punctuation, and spelling.
- Students will demonstrate the ability to plan, compose, revise, and proofread work
- Students will demonstrate the ability to organize facts, ideas, and opinions in a clear, coherent, well-developed manner, using various modes, beginning with description, narration, and characterization and illustration, and then moving on to more complex modes, such as definition, comparison/contrast, persuasion and process analysis.
- Students will demonstrate proficiency in reading critically and applying inferential and critical skills to college level reading materials.
- Students will show an ability to apply and incorporate insights gained from reading materials.
- Students will demonstrate an ability to utilize library and electronic resources, to gather research materials, to evaluate materials, and to incorporate and document them properly using various formats.

Skills:

- Prepare and write various types of essays.
- Outline essays.
- Identify logical fallacies.
- Evaluate structure, style and rhetoric in reading materials.
- Demonstrate grammatical confidence in evaluating good writing.
- Properly evaluate, cite and document research.
- Learning Activities
- Do Now exercises
- Journal entries
- Timed writings
- Short research papers
- Presentations
- Class discussions
- Direct instruction
- Analysis of exemplary essays
- Closure
- Videos/DVD

Grading policies:

Journal	25%
Out-of-class essays	35%
In-class essays	20%
In-class work/class participation	10%
Final exam	10%

Note: As a matter of Middlesex County College English Department policy, no one will receive a grade of “C” or better for the course unless he/she completes ALL assignments AND unless his/her in-class writing and final exam average a “C” or better.



Fundamentals of Public Speaking

Department: English

Course Summary

Fundamentals of Public Speaking is designed to introduce students to the theory and practice of public speaking. Students will study representative speeches, and prepare and deliver many different types of speeches. The course will give students' experience in organizing speeches and opportunities to deliver a variety of speeches.

Course Resources

Public Speaking: An Audience Centered Approach (Custom Edition)
by Steven A. Beebe and Susan J. Beebe. Pearson Custom Publishing.
Texts of famous speeches
DVD: *Standard Deviants Learn Public Speaking*
DVD: *The Greatest Speeches of All Time*
Digital Video Camera

State Standards

The following State Curriculum Standards will be met through this course:

- STANDARD 3.1.G.6 (Language Arts Literacy: Reading): All students will recognize literary concepts, such as rhetorical device, logical fallacy, and jargon, and their effect on meaning.
- STANDARD 3.2 (Language Arts Literacy; Writing): All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.
- STANDARD 3.3 (Language Arts Literacy; Speaking): All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes.
- STANDARD 3.4 (Language Arts Literacy; Listening): All students will listen actively to information from a variety of sources in a variety of situations.
- STANDARD 3.5 (Language Arts Literacy: Viewing and media literacy): All students will access, view, evaluate, and respond to print, nonprint, and electronic texts and resources.

Enduring Understandings

- Communication is an exchange of information that involves both verbal and nonverbal information. Communication includes both speaking and listening.
- Speaking opportunities have four parts that affect how a speech should be delivered: the purpose, the audience, the speaker and the message.
- Effective public speaking balances ethics, emotion and logic.
- To be most effective, speeches must have structure and organization and, in some cases, appropriate visual materials.
- Confidence in speaking can be gained through relaxation, preparation and practice.

Essential Questions

1. What does it mean to communicate?
2. How can nonverbal communication change a speaker's message?
3. How can effective public speaking be recognized and described?
4. What elements must be considered before writing and delivering a speech?
5. What are the elements of an effective speech?
6. How does an audience affect a speech?

7. How does one deliver a speech effectively and with confidence?
8. How does a speaker effectively use supporting materials in a speech?
9. What ethical responsibilities does a speaker have?

Knowledge:

- Students will be introduced to many different types of public speaking.
- Students will be able to organize a speech through outlining.
- Students will research for a speech and use supporting materials to strengthen their speeches.
- Students will learn types of visuals to use in speeches and the best ways to incorporate them.
- Students will be able to critique the speeches of peers and give constructive criticism.
- Students will demonstrate positive listening skills and appropriate audience behavior.
- Students will be able to adapt speeches for different audiences.
- Students will be able to evaluate speeches for both content and delivery.
- Students will demonstrate correct posture and appropriate nonverbal communication.
- Students will be able to use strategies to increase confidence.

Skills:

- Prepare different types of speeches
- Research for speeches
- Outline speeches
- Evaluate the effectiveness of speeches
- Effectively use research and visual aids as support
- Appropriately vary voice in volume, tone, speed and pitch
- Demonstrate confident posture and appropriate gestures

Grading -- Course Weighting:

The following grading structure will be utilized:

Quizzes – 10%

Unit Tests – 15%

Unit Projects, Speeches (graded with rubrics) – 50%

Self Evaluations (PSRP) -- 10%

Do Nows / Participation / Classwork – 10%

Homework – 5%



Small Business Management

Subject: Business, Management, Entrepreneurship
Department: Business
Grade Level: 11-12
Prerequisite: Business Organization & Management with a grade of C or better.

Mission: Through the study of various business subjects, students will obtain the necessary skills to work in the business field such as interpersonal relations, multi-tasking, leadership, effective written and oral communication and the ability to work with peers in a group setting.

Course Description:

This course is designed to introduce students to principles of small business management with a focus on achieving and maintaining a competitive advantage as a small organization. Students will discover how the functions of planning, organizing, directing, controlling, financing, and staffing relate to a small business enterprise. Current issues including global opportunities, service, quality, and technology are highlighted. The development of a comprehensive business plan is an integral part of the course.

Big Idea: Small businesses include a wide variety of business types that are independently owned, operated, and financed. Entrepreneurs and small business managers each face significant challenges, but they are at different stages of development in the entrepreneurship/small business management model. These businesses and the entrepreneurs who start them play a vital role in the American economy.

Enduring Understandings:

- Developing a business is an excellent way to satisfy personal as well as professional objectives; prospective small business managers and owners must be aware of the drawbacks involved as well as the benefits.
- The primary reasons for writing business plans are to: (1) aid in determining the feasibility of a business idea, (2) attract capital for starting up, and (3) provide direction for the business after it is in operation.
- The principal financial elements for an entrepreneur are recognizing what assets are required to open the business and knowing how those assets will be financed.

Essential Questions:

- What is the difference between a small business manager and an entrepreneur?
- What is the connection between social responsibility, ethics, and strategic planning in a small business setting?
- Why is a business plan important?
- What is the difference between franchises and other forms of business ownership?
- How does a potential small business owner determine initial capital requirements?
- How does a small business's capital structure change over time?
- How do financial records allow someone to identify and analyze important segments in a business?
- What are some specific laws that owners of small businesses should know about, and why are these important?
- How does a good marketing strategy help a small business succeed?
- How do manufacturers and service providers use operations management systems?

Students will know the following terminology...

- Acquisition
- Advisory board
- Antidiscrimination laws
- Arbitration
- Assets
- Audit
- Balance sheet
- Barriers to entry
- Benchmarking
- Book value
- Breach of contract
- Breakeven point
- Burn rate
- Business
- Business plan
- Capital
- Cash flow statement
- Cash only accounting
- Cause-related marketing
- Competitive analysis
- Compound
- Contingency
- Continuous improvement
- Contribution margin
- Core values
- Corporation
- Cost/benefit analysis
- Cost of goods sold
- Default
- Demographics
- Depreciation
- Diversification
- Due diligence
- Economic order quantity
- Economics of one unit
- Electronic rights
- Elevator pitch
- Employee
- Entrepreneur
- Environmental analysis
- Ethics
- Exit strategy
- Fair market value
- Financial ratios
- Fiscal year
- Fixed costs
- Float
- Franchise
- Fraud
- Free-enterprise system
- Future value
- Green entrepreneurship
- Harvesting
- Income statement
- Initial public offering (IPO)
- Investment
- Just-in-time manufacturing
- Keystone
- Leasehold improvement
- Leveraged
- License
- Limited partnership
- Line extension
- Liquidation
- Liquidity
- Marketable securities
- Merger
- Mindshare
- Mission statement
- Moving assembly line
- Net worth / owner's equity
- Net profit
- Noncash expenses
- Notary
- Opportunity cost
- Overhead
- Partnership
- Patent
- Payroll tax
- Permit
- Personal guarantee
- Philanthropy
- Pilferage
- Positioning
- Present value
- Principal
- Process improvement
- Product life cycle
- Profit and loss statement
- Profit margin
- Promissory note
- Prototype
- Public domain
- Reach
- Replication strategy
- Return on investment (ROI)
- Return on sales
- Risk
- Risk tolerance
- Self-employment tax
- Service mark
- Setup costs
- Severance
- Signatory
- Social entrepreneurship
- Sole proprietorship
- Start-up investment
- Supply chain management
- SWOT analysis
- Target market
- Tax abatement
- Tax credit
- Tooling cost
- Total quality management (TQM)
- Trademark
- Unique selling proposition
- Variable costs
- Venture capitalist
- Venture philanthropy
- Vertical integration
- Vision
- Voluntary exchange
- Working capita

Knowledge

- Small business management is different from entrepreneurship.
- Social responsibility, ethics, and strategic planning work together to form the foundation on which a business rests.
- A business plan's contents will vary from business to business, but its structure is fairly standardized.
- There is no single best form of organization for business ownership; the decision depends on needs, personal preferences, abilities, and resources.
- The process of determining initial capital requirements begins with identifying the short-term and long-term assets necessary to get the business started.
- Financial records are necessary for analysis of business segment financial information and to make managerial decisions.
- Laws and regulations exist to protect competition, consumers, people in the workplace, and intellectual property.
- Marketing plays a key role in the success of a small business.
- The marketing mix consists of the variables that can be controlled in bringing a product or service to its target market.
- The elements of an operations management system must be brought together and coordinated to produce the product or service for which the business exists.

Skills:

- Evaluate the relative incidence of small businesses in today's society.
- Analyze the personal needs, skills, and degree of commitment necessary to launch a new enterprise.
- Identify the advantages and disadvantages of buying an ongoing business vs. starting your own.
- Describe the purpose of a business plan and how it is used.
- Describe the process involved in determining the financial requirements of a small business.
- Compare the advantages and disadvantages of proprietorships, partnerships, and corporations.
- Compare the differences between short-term and long-term capital needs.
- Describe the evaluation techniques used to establish small business trading areas.
- Identify the basic management functions and leadership involved in a small business operation.
- Describe the steps involved in the evaluation and selection process of employees.
- Analyze the value of physical facilities planning to the entrepreneur.
- Describe the importance of consumer credit to the small business firm.
- Describe the effect consumer protection laws have on small business firms.
- Analyze the role of international trade in small business.
- Describe the major government regulations that affect small business.

Standards:

- 3.2 (Language Arts Literacy; Writing): All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.
- 3.3 (Language Arts Literacy; Speaking): All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes.
- 3.4 (Language Arts Literacy; Listening): All students will listen actively to information from a variety of sources in a variety of situations.
- 3.5 (Language Arts Literacy; Viewing and Media Literacy): All students will access, view, evaluate, and respond to print, nonprint, and electronic texts and resources.
- 4.5 (Mathematics; Mathematical Processes): All students will use mathematical processes of problem solving, communication, connections, reasoning, representations, and technology to solve problems and communicate mathematical ideas.

- 6.1 (Social Studies; Social Studies Skills): All students will utilize historical thinking, problem solving, and research skills to maximize their understanding of civics, history, geography, and economics.
- 6.2 (Social Studies; Civics): All students will know, understand and appreciate the values and principles of American democracy and the rights, responsibilities, and roles of a citizen in the nation and the world.
- 6.5 (Social Studies; Economics): All students will acquire an understanding of key economic principles.
- 8.1 (Technological Literacy; Computer and Information Literacy): All students will use computer applications to gather and organize information and to solve problems.
- 9.1 (Career Education and Consumer, Family, and Life Skills; Career and Technical Education): All students will develop career awareness and planning, employability skills, and foundational knowledge necessary for success in the workplace.
- 9.2 (Career Education and Consumer, Family, and Life Skills; Consumer, Family, and Life Skills): All students will demonstrate critical life skills in order to be functional members of society.

Connections:

Cross-Curricular:

- Language Arts Literacy through speaking, writing, listening, and media literacy.
- Mathematics through activities such as projecting the operating costs of a business.
- Social Studies through problem solving, civics, democratic principles, and economic applications

Technology:

- Use search engines, websites, and computer applications to gather and organize information and to solve problems
- Use digital video and still cameras for hands-on project work and creative idea brainstorming.

Character Education (Core Values):

- Recognize the importance of sound decision making, personal goals, ethics, social responsibility, and financial well-being.
- Gain an appreciation of individuality, integrity, responsibility, cooperation, and accept individual differences.

Career:

- Develop career awareness and planning, employability skills, and foundational knowledge necessary for success in the workplace.
- Demonstrate critical life skills in order to be functional members of society.
- Recognize the challenges of entrepreneurs.

DEPARTMENT AGREEMENTS ON MINIMUM COURSE PROFICIENCIES:

In order to receive credit for this course, students must exhibit proficiency in the topics described below.
<u>GRADING / ASSESSMENTS</u>
Periodic evaluations will take place during each marking period. During the first marking period, the instructor will explain his/her grading procedures to the class. Students will earn a grade for each marking period. The grade for the course will be calculated as 25% for each marking period.
<u>MINIMUM PROFICIENCY</u>
In order to pass Small Business Management for the year with the minimum grade of “D,” a student must: <ul style="list-style-type: none">• Have a grade of 65% or greater when the four marking period grades are averaged together as stated above.
In order to earn college credit, a student must: <ul style="list-style-type: none">• Be enrolled in the High School Scholars program• Receive a grade of a 70% or better
Grades are determined as follows: <ul style="list-style-type: none">• Quizzes – 15%• Unit Tests – 25%• Unit Projects incl. Business Plan – 25%• Case Studies – 15%• Classwork – 15%• Do Nows / Closure / Participation – 5%