

South Brunswick School District



Pathways to Business Education Parent Guide

District Mission

The South Brunswick School District will prepare students to be lifelong 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) and/or the Common Core State Standards (CCSS) 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 8.22.11

Curriculum Aligned to NJ Core Curriculum Content Standards (NJCCCS)

Board Approval of Business Education Curriculum "Pathways to Business"

August 2016



This curriculum is approved for all regular education programs as specified and for adoption or adaptation by all programs including those for Special Education, English Language Learners, At-Risk Students and Gifted and Talented Students in accordance with Board of Education Policy.

Note to Parents

The curriculum guide you are about to enter is just that, a guide. Teachers use this document to steer their instruction and to ensure continuity between classes and across levels. It provides guidance to the teachers on what students need to know and able to do with regard to a particular area of content.

The curriculum is intentionally written with some “spaces” in it so that teachers can add their own ideas and activities so that the world language classroom is personalized to the students.

How to Read the Curriculum Document

Curriculum	Area of content (e.g. Science)
Topic	Course or Unit of Study (e.g. Biology)
Grade Level	Grade Level Cluster (e.g. High School) or specific grade level (e.g. Kindergarten)
Summary	A brief overview of the course or unit of study.
Rationale	A statement as to why we are teaching this course or unit.
Interdisciplinary Connections	Which other areas of content to which there is major linkage. For example, a health education unit might link to science, language arts, social studies, art, physical education, etc.
21st Century Connections	How this course or unit is preparing students to be college and career ready. Referred to as S.A.L.T., each course or unit indicates which of the following it is building: <ul style="list-style-type: none">• Skills such as critical or creative thinking, collaboration, communication, or core values• Awareness such as global, cross-cultural or career.• Literacy such as information, media, technology, etc.• Traits necessary for success in life and careers such as productivity.
Terminology	Key vocabulary and terms
Standards	Here you will find the standards that this course or unit of study is addressing. Our curriculum is standards-based. The standards are the foundation of the unit. You can get more information on state standards by going to the NJ Department of Education at www.state.nj.us/education/cccs
Enduring Understandings	The big ideas, concepts or life lessons that students walk away with at the end of a unit of study.
Essential Questions	Open ended questions that are considered throughout the unit of study. These are big, “worthy of wonder” questions often with multiple responses.
Objectives	The discrete skills and knowledge that students will gain during the unit of study.
Assessments	Assessments (tests, quizzes, projects, activities) that tell us if the students grasped the enduring understandings of the unit.
Lesson Plans & Pacing	Scope and sequence of lessons: how many, how long & approximately in what order.
Resources	Major resources associated with the course or unit.

Business Education Acknowledgments

We are appreciative of the leadership provided by the teachers, specialists and supervisors who served on the curriculum writing teams. In many cases, our lessons and units are “home-grown.” While aligning with state standards, they are designed with the needs of the South Brunswick student population in mind.



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

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 - Business Organization & Management
 - College Accounting I (Financial Accounting)
 - College Accounting II (Managerial Accounting)
 - College Computer Applications and Systems
 - Concepts of Business Management
 - Small Business Management
- Academic Courses
 - College Calculus
 - English IV College Composition
 - Fundamentals of Public Speaking

Overview of 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 the *Pathways to Business* Program at South Brunswick High School?

- South Brunswick High School's "*Pathways to Business*" program is part of the district's Career & Technical Education (CTE) program in Business, Management, and Administration.
- The program was built from the Tech-Prep model, which was the first major federal initiative promoting comprehensive, ongoing links between secondary schools and the college sector, and has its foundation in the Carl D. Perkins Vocational and Technology Act of 1990.
- The program focuses on creating articulation agreements with post-secondary institutions so students can jump-start their college careers while still in high school. The South Brunswick model features articulation agreements with both two-year and a four-year postsecondary institutions.
- 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.
- 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 *Pathways to Business* 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 *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 *Pathways to Business* program:

- Business Organization & Management
- College Accounting I
- College Accounting II
- College Computer Applications and Systems
- Concepts of Business Management
- Small Business Management
- College Calculus
- English IV College 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.

Curriculum Content Standards

- 8.1 (Technology, Educational Technology)
 - 9.1 (21st-Century Life and Careers, 21st-Century Life & Career Skills)
 - 9.2 (21st-Century life and Careers, Personal Financial Literacy)
 - 9.3 (21st-Century Life and Careers, Career Awareness, Exploration & Preparation)
 - 9.4 (21st-Century Life and Careers, Career and Technical Education)
- STRAND D: Business, Management & Administration Career Cluster

The Cumulative Progress Indicators (CPIs) referenced in this curriculum guide refer to the New Jersey Core Curriculum Content Standards (NJCCCS) and to the Common Core State Standards (CCCS).

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:
 - a) Communication
 - b) Punctuality
 - c) Time management
 - d) Organization
 - e) Decision making
 - f) Goal setting
 - g) Resources allocation
 - h) Fair and equitable competition
 - i) Safety
 - j) Employment application skills
 - k) 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:

- Participate in a structured learning experience that demonstrates interpersonal communication, teamwork, and leadership skills.
- Participate in simulated industry assessments, when and where appropriate.
- Prepare industry-specific technical reports/projects that incorporate graphic aids, when and where appropriate.

- 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 *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 (Technology, Educational Technology): All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.
- Standard 9.1 (21st-Century Life and Careers, 21st-Century Life & Career Skills): All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
- Standard 9.2 (21st-Century life and Careers, Personal Financial Literacy) All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.
- Standard 9.3 (21st-Century Life and Careers, Career Awareness, Exploration & Preparation): All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.
- Standard 9.4 (21st-Century Life and Careers, Career and Technical Education): All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to

technical skill proficiency, credentials, certificates, licenses, and/or degrees.
STRAND D: Business, Management & Administration Career Cluster

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

Assessment

The Business Education department uses multiple assessment strategies in order to accommodate the multiple intelligences of our diverse population of students. Assessments 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.

Tips for the Teacher

Create a student-centered positive learning environment that encourages students to participate in their own learning.

Integrate technology as much as possible into the curriculum in order to create authentic and relevant experiences for students.

Pathways to Business Electives



Business Education Courses

Business Organization & Management
College Accounting I
College Accounting II
College Computer Applications and Systems
Concepts of Business Management
Small Business Management

Academic Courses

College Calculus
English IV College Composition
Fundamentals of Public Speaking



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. Students have the option of earning three college credits from Middlesex County College through the *Pathways to Business* partnership.

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

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?

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.
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- STRAND D: Business, Management & Administration Career Cluster

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.

Students will know the following terminology:

- Absolute advantage
- Accounting
- Accounting equation
- Advertising
- Annual report
- Assets liabilities
- Audit
- Automation
- Balance of payments
- Balance of trade
- Balance sheet
- Barter
- Behavior modification
- Bill of lading
- Blue-chip stock
- Board of directors
- Bond indenture
- Brand
- Brand mark
- Brand name
- Breakeven quantity
- Budget
- Business
- Business cycle

- Business ethics
- Business model
- Business plan
- Business product
- Business-to-business model (B2B)
- Business-to-consumer (B2C)
- Buying behavior
- Buying long
- Capacity
- Capital gain
- Capitalism
- Cash flow
- Caveat emptor
- Certified public accountant (CPA)
- Closed corporation
- Code of ethics
- Command economy
- Commercial bank
- Commission
- Common stock
- Comparable worth
- Comparative advantage
- Compensation
- Compensation system
- Competition
- Computer viruses
- Conceptual skill
- Consumer buying behavior
- Consumer price index
- Consumer product
- Consumer products
- Consumerism
- Contingency plan
- Controlling
- Convenience product
- Convertible bond
- Cookie
- Cooperative
- Cooperative advertising
- Copyright
- Corporation
- Countertrade
- Credit
- Credit union
- Cultural diversity

- 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

Students will know that...

- Studying business will help you choose a career, perhaps start your own business, and become a better-informed consumer, investor, and employee.
- More corporations are developing ethics and social responsibility programs.
- International business encompasses all business activities that involve exchanges across national boundaries.
- The internet and e-business are changing the way we live and the way business do business.

- The three common forms of business ownership sole proprietorship, partnership, and corporation.
- Small businesses drive the economy.
- The four basic management functions planning, organizing, leading, and controlling.
- Marketers are concerned with building long-term customer relationships.
- Managers and employees can make more informed decisions with useful information.
- Being able to understand how to attract and keep the right people is crucial.

Students will be able to...

- Define business and identify potential risks and rewards.
- Identify the types of ethical concerns that arise in the business world.
- Explore the growth trends, future opportunities, and challenges of e-business and international trade.
- Describe the advantages and disadvantages of the various forms of business ownership.
- Describe the four basic management functions: planning, organizing, leading, and controlling.
- Explain the nature of production.
- Identify the four elements of the marketing mix.
- Discuss the five functions of an information system.
- Summarize the process of financial management.
- Describe the major components of human resource management.

Learning Activities:

Direct Instruction
 Cooperative Learning
 Discussion
 Hands-on project work
 Do Now
 Closure
 Video/DVD
 Case Studies
 Refer to scope and sequence chart.

Assessments:

Quizzes after each chapter
 Unit Tests
 Unit Projects
 Case Studies

Resources:

Technologies:
 Personal computers
 DVD player
 Digital cameras
 Video cameras

Color Printer
Black & White printer

Textbooks:

Pride, William H., Hughes, Robert J., Kapoor, Jack R. *Business*, 11th edition (Mason, OH: South-Western, Cengage Learning, 2012)

Printed Text: ISBN-10: 0-538-47808-X; ISBN-13: 978-0-538-47808-3

Bundle of Textbook and K12 6-PAC PDF eBook: Bundle ISBN: 1-133-90441-6

SCOPE AND SEQUENCE (SUGGESTED PACING CHART)

YEAR LONG TOPICS AND LEARNING ACTIVITIES

Direct Instruction

Cooperative Learning

Discussion

Hands-on project work

Do Now

Closure

Video/DVD

Case Studies

Guest Speakers

Field Trips related to the course subject matter

FIRST SEMESTER (Quarters 1 & 2)

Introduction Introduction to the course

Unit 1 The Environment of Business
Chapter 1: Exploring the World of Business and Economics
Chapter 2: Being Ethical and Socially Responsible
Chapter 3: Exploring Global Business

Unit 2 Business Ownership and Financial Management
Chapter 4: Choosing a Form of Business Ownership
Chapter 19: Mastering Financial Management
Chapter 20: Understanding Personal Finances and Investments

Unit 3 Accounting and Money Management
Chapter 17: Using Accounting Information
Chapter 18: Understanding Money, Banking, and Credit

SECOND SEMESTER (Quarters 3 & 4)

Unit 4 Management
Chapter 6: Understanding the Management Process
Chapter 9: Attracting and Retaining the Best Employees

Chapter 10: Motivating and Satisfying Employees and Teams

Unit 5

Marketing

Chapter 12: Building Customer Relationships Through Effective Marketing

Chapter 13: Creating and Pricing Products that Satisfy Customers

Chapter 15: Developing Integrated Marketing Communications

DEPARTMENT AGREEMENTS ON MINIMUM COURSE PROFICIENCIES

In order to receive credit for this course, students must exhibit proficiency in the topics described below.

This course carries AP Grade Weighting.

GRADING / ASSESSMENTS

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.

Marking period grades will be comprised of work in the following categories:

35% Tests

20% Quizzes

25% Projects

20% Classwork Assignments (includes "Do Now" activities, completion of reading and homework assignments, preparation for class, participation in discussions/group work, and on-task behavior)

Students are expected to complete all assignments, projects, quizzes, and tests each marking period in a timely fashion.

All students are required to complete a mid-term exam and a final exam.

MINIMUM PROFICIENCY

In order to pass the course for the year with a minimum grade of a "D," a student must have a grade of 65% or higher when the four marking period grades, midterm exam, and final exam are averaged together.

Each marking period grade accounts for 20% of the overall course grade, and the mid-term exam and final exam each account for 10% of the overall course grade.

In order to earn college credit for this course, a student must:

- Be enrolled in the High School Scholars program, and
- Receive a grade of 70% or better for the course.



COLLEGE ACCOUNTING I (FINANCIAL ACCOUNTING)

Subject: Accounting, Financial 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 is designed for college preparatory students who plan further study in the field of accounting, business administration, marketing, or pre-law. This accelerated course uses a college-level textbook. In addition to accounting principles and procedures, the course places emphasis on the analysis and interpretation of financial statements and other relevant concepts. Spreadsheet applications software including Excel and Quick Books are used throughout the course. Students have the option of earning four college credits from Middlesex County College through the *Pathways to Business* partnership.

Big Idea: College Accounting will introduce students to the basics of this financial language. Students will be able to understand financial data and reports when seen, and will also be introduced to the rewarding and thriving profession of accounting.

Enduring Understandings:

- The purpose of accounting and the progression of the profession from Luca Pacioli to present.
- The professional standards, accounting concepts, and objectives on which accounting is built.
- The recording, reporting and analyzing of business transactions to determine the financial progress of a business, so that decisions can be made by internal and external users of this information.

Essential Questions:

- Is a restaurant a manufacturing business, a service business or both? (Introduction/Types of Businesses)
- Why are most large corporations like Microsoft, PepsiCo, Caterpillar, and AutoZone organized as corporations? (Introduction/ Types of Organizations)
- Why does accounting play such an important role in business? (Purpose of Accounting)
- The career of accounting is always evolving, is it an essential profession to explore? (Accounting Profession)
- How can an accountant ensure useful and understandable information will be recorded and reported to investors and other users of financial statements? (Accounting Framework)
- (a) Why should the three basic elements of the Balance Sheet (assets, liabilities & owners equity) commensurate at all times? (b) Why do the two elements of the Income

Statement do not commensurate? (Accounting Equation/Classification of Accounts/Financial Statements)

- How can business transactions change the Accounting Equation? (Accounting Equation/Classification of Accounts/Financial Statements)
- How can an accountant *provide* assurance that every transaction is recorded and the information reported is accurate? (transaction basics, double-entry G/L system; Financial Statements)
- Do the terms debit and credit signify increase or decrease or can they signify either? (transaction basics, double-entry G/L system; Financial Statements)
- Why are adjusting entries needed at the end of an accounting period and not at the beginning of an accounting period? (Steps in the Accounting Cycle)
- Is there a difference between adjusting and closing entries? (Steps in the Accounting Cycle)
- Why do some accountants prepare an end-of-period spreadsheet (worksheet)? (Steps in the Accounting Cycle)
- (a) What is the most important output of the accounting cycle? (b) Do all companies have an accounting cycle? (Steps in the Accounting Cycle)
- Why might a department store select a fiscal year ending January 31, rather than a fiscal year ending December 31? (A business' natural year)
- What distinguishes a merchandising business from a service business? (Accounting for a merchandising business)
- What do you think was the purpose of Congress passing the Sarbanes-Oxley Act of 2002? (Business Ethics)
- What security measures may be used by businesses to protect/safeguard assets from customer theft or loss? (Internal Controls)
- Which inventory system provides the more effective means of controlling inventories (Perpetual or periodic)? Why? (Inventory)
- Which inventory valuation method yield the lowest income tax payable? (Inventory)
- The balance of Cash is likely to differ from the bank statement balance. What two factors are likely to be responsible for the difference? (Current Asset/Cash)
- What types of transactions gives rise to receivables? (Current Asset/Receivables)
- What are the characteristics of a fixed asset? (Fixed Assets)
- Are the amounts at which fixed assets are reported in the balance sheet their approximate market values as of the balance sheet date? (Fixed Assets)
- Why are deductions from employees' earnings classified as liabilities for the employer? (Current Liabilities/LTL)

Standards:

- 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 (Technology, Educational Technology): All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.
- Standard 9.1 (21st-Century Life and Career Skills) All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
- Standard 9.2 (Personal Financial Literacy) All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.
- Standard 9.3 (Career Awareness, Exploration, and Preparation) All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.
- Standard 9.4 (Career and Technical Education) All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.

STRAND D: Business, Management & Administration Career Cluster

Connections:

Cross Curricular:

- Language Arts Literacy; Writing: All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.
- Language Arts Literacy; Speaking: All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes.
- Language Arts Literacy; Listening: All students will listen actively to information from a variety of sources in a variety of situations.

- Language Arts Literacy; Viewing and Media Literacy: All students will access, view, evaluate, and respond to print, non print, and electronic texts and resources.
- 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.
- 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.
- 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.
- 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.
- Social Studies; Economics: All students will acquire an understanding of key economic principles.

Technology:

- Internet Activities: These activities acquaint students with the ever-expanding accounting-related areas of the Web.
- Technology –Assisted Learning: Teaching and learning solutions/activities are provided in an interactive learning environment.

Character Education (Core Values):

- Individuals have different views about right and wrong in any given situation. Students will be exposed to the moral principles that guide the conduct of individuals from a personal and business point of view which is called ethics. They will examine various situations where regardless of differences among individuals, proper ethical conduct implies a behavior that considers the impact of one's actions on society and others. They will consider what's in their best interest, but also what's in the best interest of others. They will learn that ethical conduct is good business, and that business people should work within an ethical framework.

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 business owners and managers.

Students will know the following terminology:

- Account form
- Account payable
- Account receivable
- Accounting
- Accounting cycle

- Accounting equation
- Accounting period concept
- Accounting system
- Accrual basis
- Accruals
- Accumulated depreciation
- Adjusted trial balance
- Adjusting entries
- Adjusting process
- Allowance method
- amortization
- Assets
- Average cost method
- Balance of the account
- Balance sheet
- Bank reconciliation statement
- Book value of the asset
- Business
- Business entity concept
- Business stakeholder
- Business strategy
- Business transactions
- Capital expenditures
- Capital lease
- Cash
- Cash equivalents
- Cash basis
- Cash payments journal
- Cash receipts journal
- Cash short and over account
- Certified Public Accountant
- Chart of accounts
- Clearing account
- Closing entries
- Closing process
- Combination strategy
- Contra account
- Contra asset
- Controlling account
- Corporation
- Credits
- Current assets
- Current liabilities
- Current ratio
- Debits

- Declining balance
- Deferrals
- Depreciation
- Depletion
- Differentiation strategy
- Direct write-off method
- Dishonored note
- Doomsday ratio
- Double-entry accounting
- Drawing
- E-commerce
- Electronic funds transfer
- Employee fraud
- Ethics
- Expenses
- Financial accounting
- Financial Accounting Standards Board
- Financial statements
- First-in, first-out method
- Fiscal year
- Fixed assets
- General journal
- General ledger
- Goodwill
- Gross profit method
- Horizontal analysis
- Income summary
- Intangible assets
- Internal controls
- Inventory
- Journal
- Journal entry
- Journalizing
- Last-in, first-out method
- Lease
- Ledger
- Liabilities
- Limited liability corporation
- Long-term liabilities
- Low-cost strategy
- Managerial accounting
- Manufacturing business
- Materiality concept
- Matching concept
- Merchandising business

- Natural business year
- Net Income
- Net Loss
- Net realizable
- Notes receivable
- Owner's equity
- Maturity value
- Partnership
- Patents
- Petty cash fund
- Physical inventory
- Post-closing trial balance
- Posting
- Prepaid expenses
- Private accounting
- Promissory note
- Property, plant, and equipment
- Proprietorship
- Public accounting
- Purchases journal
- Real accounts
- Report form
- Reversing entry
- Revenues
- Revenue expenditure
- Revenue journal
- Revenue recognition concept
- Service business
- Slide
- Solvency
- Special journals
- Statement of Cash Flows
- Statement of owner's equity
- Straight-line method
- Subsidiary ledger
- T-account
- Temporary (nominal) accounts
- Transposition
- Trial balance
- Two-column journal
- Unearned revenues
- Uncollectible accounts expense
- Unit of measure concept
- Units-of-production method
- Value chain

- Vertical analysis
- Voucher system
- Work sheet
- Working capital

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

Knowledge:

- Students will be introduced to financial accounting and the nature of business.
- Students will be able to analyze business transactions, journalize entries, post to the ledger, and prepare financial statements.
- Students will be able to complete the accounting cycle by making adjusting and closing entries, and a post-closing trial balance.
- Students will be able to distinguish between the activities and financial statements of service and merchandising businesses.

Skills:

- Describe purpose of accounting and the work of accountants. (*Chapter 1-1, 5-5*)
- Define, explain, identify, and apply GAAP. (*Chapter 1-2*)
- Distinguish between various forms of business ownership and equity accounting. (*Chapter 1-5*)
- Understand the difference between cash and accrual accounting. (*Chapter 3-1*)
- Define, explain, and identify accounting cycle steps. (*Chapter 4-1,4-2,4-4,4-5,4-6*)
- Prepare and explain the recording process for daily transactions and related effects on the accounting equation. (*Chapter 1-3, 1-4, 2-1, 2-2, 2-3, 2-4, 5-3*)
- Prepare and explain the purpose of adjusting entries. (*Chapter 3-2,3-3,3-4*)
- Prepare and explain the purpose of closing entries. (*Chapter 4-3, 5-4*)
- Construct/analyze/interpret basic financial statements (service and merchandise firm) including the basic cash flow statement. (*Chapter 5-1,5-2*)
- Identify basic principles of internal control. (*Chapter 7-1,7-2,7-3*)
- Prepare a simple bank reconciliation to include EFT transactions and related entries. (*Chapter 7-4, 7-5*)
- Demonstrate knowledge and application of receivable accounting and reporting. (*Chapter 8-1,8-2,8-3,8-4,8-5,8-6,8-7*)
- Demonstrate knowledge and application of plant asset accounting and reporting. (*Chapter 7-6,9-1,9-2,9-3,9-4,9-6*)
- Demonstrate knowledge and application of payroll accounting. (*Chapter 10-2, 10-3,10-4*)
- Demonstrate knowledge and application of current asset accounting and reporting. (*Chapter 7-7*)
- Demonstrate knowledge and application of current liability accounting and reporting. (*Chapter 10-1,10-5*)
- Demonstrate knowledge and application of inventory (Cost flows; periodic; perpetual) accounting and reporting. (*Chapter 6-1,6-2,6-3,6-4,6-5,6-6,6-7*)

- Demonstrate knowledge and application of subsidiary ledgers and special journals. (*Appendix-Special Journals*)

Learning Activities:

Refer to scope and sequence chart.

Assessments:

Quizzes after each chapter

Unit tests

Unit projects (incl. research papers)

Performance tasks (class-work/homework- Application exercises and Problems)

Informal checks/ Observation (walk around the classroom as students are working)

Academic prompt/Dialogue (by using Do Now/ Closures)

Resources:

Technologies:

Computer workstations (student and teacher)

Digital video cameras

Digital still cameras

Color printer

Black & white printer

SmartBoard

LCD Projector

Text:

Financial and Managerial Accounting, 11th Edition, Warren, Carl S., Reeve, James M., and Duchac, Jonathan. Mason, OH: South-Western, Cengage Learning, 2012.

Printed Text: ISBN-10: 0-538-48089-0; ISBN-13: 978-0-538-48089-5

Bundle of Textbook and K12 6-PAC PDF eBook: Bundle ISBN: 978-1-133-28827-5

Magazines and Periodicals:

Wall Street Journal, Business Week, Forbes, Fortune, Inc.

SCOPE AND SEQUENCE (SUGGESTED PACING CHART)

YEAR LONG TOPICS

Direct Instruction

Case Studies

Simulation activities

Hands-on project work

Do Now

Closure

Guest speakers

Field trips

Video/DVD

FIRST QUARTER

Chapter 1

Chapter 2

Chapter 3

- Introduction/Types of Businesses
- Introduction/Types of Organizations
- Purpose of Accounting
- Accounting Profession
- The Accounting Framework
- Accounting Equation/Classification of Accounts/Financial Statements
- Transaction basics, double-entry G/L system; Financial Statements

SECOND QUARTER

Chapter 3

Chapter 4

- Steps in the Accounting Cycle
- A business' natural year

THIRD QUARTER

Chapter 1

Chapter 5

Chapter 6

Chapter 7

Chapter 9

- Business Ethics
- Internal Controls
- Accounting for a merchandising business
- Inventory
- Current Asset/Cash

FOURTH QUARTER

Chapter 8

Chapter 10

Chapter 11

- Current Asset/Receivables
- Fixed Assets
- Current Liabilities/Long term liabilities

DEPARTMENT AGREEMENTS ON MINIMUM COURSE PROFICIENCIES

In order to receive credit for this course, students must exhibit proficiency in the topics described above.

GRADING / ASSESSMENTS

Grading Criteria:

Quizzes – 20%

Unit Tests – 30%

Unit Projects – 30%

Class work – 20%

Students are expected to complete all assignments, projects, quizzes, and tests each marking period in a timely fashion.

All students are required to complete a mid-term exam and a final exam.

MINIMUM PROFICIENCY

In order to pass the course for the year with the minimum grade of “D”, a student must Have a grade of 65% or greater when the four marking period grades, mid-term exam, and final exam are averaged together.

Each marking period grade accounts for 20% of the overall course grade, and the mid-term exam and final exam each account for 10% of the overall course grade.

In order to earn college credit, students must:

- Be enrolled in the High School Scholars program, and
- Receive a grade of a 70% or better for the course.



COLLEGE ACCOUNTING II (MANAGERIAL ACCOUNTING)

Subject: Accounting, Financial Management
Department: Business
Grade Level: 11-12

Prerequisite: College Accounting I with a grade of 73% 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 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. Students have the option of earning four college credits from Middlesex County College through the *Pathways to Business* partnership.

Big Idea: Why do companies after making a product set a specific price? How do they know what price to set? How do companies choose what type of materials, machinery, skilled personnel, etc.. to make their finished product? How do they determine and analyze the effectiveness of all elements combined to come up with a finished product? How do businesses determine which location/territory/segment to close, which manager to promote, which product to eliminate? All these questions are answered after studying College Accounting II. It introduces students to cost accounting and how businesses accumulate cost when manufacturing a product.

Enduring Understandings

- 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

- 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?

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.
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- 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 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 (Technology, Educational Technology): All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.
- Standard 9.1 (21st-Century Life and Career Skills) All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
- Standard 9.2 (Personal Financial Literacy) All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.
- Standard 9.3 (Career Awareness, Exploration, and Preparation) All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.
- Standard 9.4 (Career and Technical Education) All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.

STRAND D: Business, Management & Administration Career Cluster

Connections:

Cross Curricular:

- Language Arts Literacy; Writing: All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.
- Language Arts Literacy; Speaking: All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes.
- Language Arts Literacy; Listening: All students will listen actively to information from a variety of sources in a variety of situations.
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- 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.
- 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.

- 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.
- Social Studies; Economics: All students will acquire an understanding of key economic principles.

Technology:

- Internet Activities: These activities acquaint students with the ever-expanding accounting-related areas of the Web.
- Technology –Assisted Learning: Teaching and learning solutions/activities are provided in an interactive learning environment.

Character Education (Core Values):

- Individuals have different views about right and wrong in any given situation. Students will be exposed to the moral principles that guide the conduct of individuals from a personal and business point of view which is called ethics. They will examine various situations where regardless of differences among individuals, proper ethical conduct implies a behavior that considers the impact of one's actions on society and others. They will consider what's in their best interest, but also what's in the best interest of others. They will learn that ethical conduct is good business, and that business people should work within an ethical framework.

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 business owners and managers.

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

Learning Activities (teaching strategies to be used in the course):

Direct Instruction

Case Studies

Simulation activities

Hands-on project work (incl. cooperative learning)

Do Now

Closure
Guest speakers
Field trips
Video/DVD

Course Resources:

Textbook

Financial and Managerial Accounting, 11th Edition, Warren, Carl S., Reeve, James M., and Duchac, Jonathan. Mason, OH: South-Western, Cengage Learning, 2012.

Printed Text: ISBN-10: 0-538-48089-0; ISBN-13: 978-0-538-48089-5

Bundle of Textbook and K12 6-PAC PDF eBook: Bundle ISBN: 978-1-133-28827-5

Magazines and Periodicals:

Wall Street Journal, Business Week, Forbes, Fortune, Inc.

Technology:

Computer workstations (student and teacher)

Digital video cameras

Digital still cameras

Color printer

Black & white printer

SmartBoard

LCD Projector

Internet sites or specific software:

www.thomsonedu.com/accounting/warren (textbook companion website)

DVD: Career-oriented videos/DVDs

Performance tasks (types of assessments to be used during the course):

Quizzes after each chapter

Unit tests

Unit projects (incl. research papers)

Performance tasks (class-work/homework- Application exercises and Problems)

Informal checks/ Observation (walk around the classroom as students are working)

Academic prompt/Dialogue (by using Do Nows/ Closures)

SCOPE AND SEQUENCE (SUGGESTED PACING CHART)

YEAR LONG TOPICS

Direct Instruction

Case Studies

Simulation activities

Hands-on project work

Do Now

Closure

Guest speakers

Field trips

Video/DVD

FIRST QUARTER

Chapter 12

Chapter 15

- Chapter 17 Corporations: Organizations, Stock Transactions, and Dividends
- Bonds Payable and Investments in Bonds
- Financial Statement Analysis

SECOND QUARTER

Chapter 16

Chapter 18

Chapter 18

Chapter 19

- Statement of Cash Flows
- Managerial Accounting Concepts and Principles
- Job Order Cost Systems
- Process Cost Systems

THIRD QUARTER

Chapter 20

Chapter 21

Chapter 22

- Cost Behavior and Cost-Volume-Profit Analysis
- Budgeting
- Performance Evaluation Using Variances from Standard Costs

FOURTH QUARTER

Chapter 23

Chapter 25

- Performance Evaluation from Decentralized Operations
- Capital Investment Analysis

DEPARTMENT AGREEMENTS ON MINIMUM COURSE PROFICIENCIES

In order to receive credit for this course, students must exhibit proficiency in the topics described above.

GRADING / ASSESSMENTS

Quizzes –	20%
Unit Tests –	30%
Unit Projects –	30%
Class work –	20%

Students are expected to complete all assignments, projects, quizzes, and tests each marking period in a timely fashion.

All students are required to complete a mid-term exam and a final exam.

MINIMUM PROFICIENCY

In order to pass the course for the year with the minimum grade of “D”, a student must Have a grade of 65% or greater when the four marking period grades, mid-term exam, and final exam are averaged together.

Each marking period grade accounts for 20% of the overall course grade, and the mid-term exam and final exam each account for 10% of the overall course grade.

In order to earn college credit, students must:

- Be enrolled in the High School Scholars program, and
- Receive a grade of a 70% or better for the course.



COLLEGE COMPUTER APPLICATIONS AND SYSTEMS

(previously known as *Advanced Computer Applications for Business*)

Subject: Computers, Computer Applications, and Operating Systems

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 is designed for students with well-developed computer skills. College Computer Applications and Systems is an in depth, project-based exploration of computer applications and information science. Students will define what computers and computer programs are and their use in business, industry, institutions, and government. The course discusses the terminology and use of current PC hardware and software for processing and communicating data. A full range of topics is covered including capabilities and limitations of computers, history of computers, privacy of information, ethical behavior, and the influence of computers on people and society. Through hands-on activities, students gain experience with the Windows operating system and Microsoft Office applications such as Word, PowerPoint, Excel, and Access. Students may also be exposed to computer graphics and multimedia applications such as Microsoft Publisher and Adobe Creative Suite if time permits. Students completing this course will be computer fluent. Students have the option of earning three college credits from Middlesex County College through the *Pathways to Business* partnership.

Big Idea: College Computer Applications and Systems develops the student's understanding of and skills utilizing a computer so they can operate the technology to enable them to successfully navigate through postsecondary education and their careers.

Enduring Understandings:

- Computers and the Internet have become an integral and essential part of life.
- Computers are used for communication, personal and business management activities, entertainment, and electronic commerce.
- Understanding computers and technology has become a survival skill in the 21st century, and those who continually strive to improve their skills have an advantage over those who do not.

Essential Questions:

- Why is becoming computer literate so important?
- How are computers used in various professions?
- What are some significant points in the history of the computer?
- What possibilities are presented for computers and technology in the future?
- What are some of the benefits and concerns with computers and technology, including the Internet?
- How do the components of a computer system work together?

- How can the Internet and application software be used for personal and business tasks?
- What is the importance of system software?
- Why are different operating systems used in different environments?
- How and why are networks implemented and used at home, at work, and on the Internet?
- What are some security issues related to using the Internet and computers, and what steps can be taken to protect users?
- Why is it important to protect your computer and back up files?
- What is the impact of data management and information technology on citizens in the 21st century?
- How can you create and enhance documents using applications such as Microsoft Office?

Standards:

- 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, non-print, and electronic texts and resources.
- 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 8.1 (Technology, Educational Technology): All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.
- Standard 9.1 (21st-Century Life and Careers, 21st-Century Life & Career Skills): All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
- Standard 9.3 (21st-Century Life and Careers, Career Awareness, Exploration & Preparation): All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.
- Standard 9.4 (21st-Century Life and Careers, Career and Technical Education): All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.

STRAND D: Business, Management & Administration Career Cluster

21st Century Connections:

8.1 Technology (Education Technology)

- Use various software programs including Microsoft Word, PowerPoint, Excel, Access, and Publisher as well as Adobe Photoshop.
- Prepare and deliver presentations using the LCD projector and SmartBoard.
- 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.

9.1 The 21st Century Life & Career Skills

9.2 Personal Financial Literacy

9.3 Career Awareness, Exploration, Preparation

9.4 Career Cluster Specific

- Develop the necessary computer and technology skills to succeed in postsecondary education and careers.
- 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.

Character Education (Core Values):

- Identify moral and ethical issues that arise in school and the workplace when dealing with computers and technology.
- Recognize the importance of sound decision-making, personal goals, ethics, and social responsibility.
- Gain an appreciation of individuality, integrity, responsibility, and cooperation, and accept individual differences.

Cross Curricular / Interdisciplinary:

- Language Arts Literacy through speaking, writing, listening, and media literacy.
- Mathematics through activities such as using formulas and working with Excel spreadsheets.
- Social Studies through problem solving, civics, democratic principles, and economic applications.

Knowledge and Skills

Knowledge: Students will know...

- Why it is important to be computer literate.
- The fundamentals of a working computer.
- How input, output, and storage devices operate.
- How data is processed on a computer.
- The difference between system software and application software and categories of each.
- Why different operating systems are used in different environments.
- The components and basic operation of data communication and networks.
- What security issues exist when using computers and the steps that should be taken to protect users.

- The importance of database and information management.
- Proper rules of etiquette when using computers and the internet.
- How to use the internet for research and other activities.
- How and when to use various computer applications such as word processing, spreadsheets, and presentation software to create documents.

Skills: Students will be able to...

- Define computer technology.
- Discuss the advantages and disadvantages of using a computer.
- Discuss the broad uses of computers, careers in information technology, and the ways in which technology is important for individuals, businesses, and organizations.
- Explain the information processing cycle, including the role of each phase, the hardware and software involved, and their interaction.
- Identify the range of hardware and software components that comprise the different classes of computer systems.
- Use and describe system software including the operating system, utility programs, and file management software.
- Describe the structure, function, and importance of the major types of networks, including the internet, and the related technical and security issues.
- Define information systems and analyze their purposes and functions for individuals, businesses, organizations, and governments.
- Explain the meaning, importance, and effects of ethical behavior for computer users.
- Use the internet and other resources to research and collect information, and evaluate the quality of information at a web site.
- Apply knowledge of standard personal computer applications (word processor, electronic spreadsheet, presentation software, and database software) to create useful documents.
- Synthesize and present information found through the internet and other resources using presentation software.

Terminology:

- Acceptable Use Policy (AUP)
- Access time
- Action buttons
- Adware
- American Standard Code for Information Interchange (ASCII)
- Analog signal
- Antivirus software
- Application software
- Arithmetic Logic Unit (ALU)
- Authentication
- AutoComplete feature
- AutoCorrect
- AutoFit
- Backup
- Bandwidth

- Banner
- Basic input/output system (BIOS)
- Binary system
- Bit
- Blog
- Bluetooth
- Boot drive
- Broadband
- Button
- Byte
- Cache
- Cathode ray tube (CRT) monitor
- Cell
- Central processing unit (CPU)
- Chip
- Command-line interface
- Computer
- Connectivity
- Control unit
- Cookies
- Copyright
- Cross-platform
- Cyberbullying
- Data
- Database
- Desktop
- Dialog box
- Digital
- Domain
- Download
- Driver
- Electronic commerce (e-commerce)
- Electronic mail (e-mail)
- Embedding
- Ergonomics
- Ethics
- Execute
- Expansion card
- Exporting
- External storage
- Fetching
- Field
- File Transfer Protocol (FTP)
- Filters
- Flash memory

- Font
- Formatting
- Form
- Function
- Gigabyte (GB)
- Graphical User Interface (GUI)
- Hacker
- Hard disk
- Hardware
- High-definition television (HDTV)
- Hot plugging
- Hyperlink
- Icon
- Importing
- Input
- Internet
- Kernel
- Keyword
- Kilobyte (KB)
- Label
- Link
- Linux
- Local Area Network (LAN)
- Machine cycle
- Malware
- Megabyte (MB)
- Memory
- Menu
- Monitor
- Motherboard
- Mouse
- Multimedia
- Native format
- Netiquette
- Network
- Object linking and embedding (OLE)
- Open source
- Operating system (OS)
- Optical character recognition (OCR)
- Output
- PDF file format
- Peripheral device
- Phishing
- Pixel
- Platform

- Plug-in
- Portal
- Primary key
- Printer
- Processor
- Productivity software
- Program
- Protocol
- Query
- Random access memory (RAM)
- Records
- Relational database
- Resolution
- Ribbon
- Router
- Search engine
- Shareware
- Shortcut
- Smart card
- Smartphone
- Social networking services
- Software
- Spam
- Speakers
- Spyware
- Storage
- Style
- Surfing
- System software
- System unit
- Telecommuting
- Template
- Terabyte (TB)
- Thumb drive
- Toolbar
- Touch screen
- Trackball
- Uniform Resource Locator (URL)
- Universal Serial Bus (USB) port
- USB flash drive

- User name
- Utility
- Value
- Virtual reality (VR)

- Virus
- Voice over IP (VoIP)
- Watermark
- Web browser
- Webcam
- Web page
- Wide area network (WAN)
- Wi-Fi
- Windows
- Wizard
- WordArt
- Workbook
- Worksheet
- World Wide Web (WWW)
- Worm
- WYSIWYG

Assessments (how students will show what they know):

Formative (interim)

Do Now

Unit Projects

Presentations

Case Studies

Application Exercises and Classwork

Chapter and/or Unit Tests

Quizzes

Summative (final)

Mid-term Exam

Final Exam

Course Resources:

Technologies:

Computer workstations (student and teacher) with Internet access

Computer software: Microsoft Office Suite (incl. Word, PowerPoint, Excel, Access, and Publisher), Adobe Photoshop, Internet Explorer or equivalent web browser, Faronics Labs Insight

Digital video cameras

Digital still cameras

Color printer

Black & white printer

Scanner

SmartBoard

LCD Projector
Technology-related and career-oriented videos/DVDs

Texts:

Fuller, F., and Larson, B. *Computers: Understanding Technology, 4th Edition - Introductory*. Paradigm Publishing: St. Paul, MN, 2011. ISBN: 978-0-76383-927-7 (text & CD); ISBN: 978-0-76383-926-0 (text only)

Rutkosky, N., Seguin, D., and Rutkosky Roggenkamp, A.
Marquee Series, Microsoft Office 2010 Basic Edition. EMC Publishing: St. Paul, MN, 2011. ISBN: 978-0-76384-445-5 (hardcover text & data files CD); ISBN: 978-0-76384-442-4 (hardcover text only)
Note: A softcover version of a full edition of the text is also available -- ISBN: 978-0-76383-771-6 (softcover text & CD)

Other (newspapers, magazines, journals):

Wall Street Journal, Business Week, Forbes, Fortune, Inc.

SCOPE AND SEQUENCE (SUGGESTED PACING CHART)

YEAR LONG TOPICS AND LEARNING ACTIVITIES

Direct Instruction, Case Studies, Demonstration, Independent Practice, Hands-on Project Work (including cooperative learning), Do Now, Closure, Guest Speakers, Field Trips, and Video/DVD related to the course subject matter.

FIRST QUARTER

Introduction to the course

- Syllabus and expectations
- Pre-assessment/foundation activities

Chapter 1 (CUT)

Introduction to Computers and Understanding Technology

- Chapter 1: Our Digital World
- Windows
 - Section 1: Exploring Windows
 - Section 2: Maintaining Files and Customizing Windows
- Internet Explorer
- Browsing the Internet Using Internet Explorer

Internet Explorer (Marquee)- Windows, Sections 1 & 2 (Marquee)

Chapters 2 & 3 (CUT)

Information Processing

- Chapter 2: Input and Processing

- Chapter 3: Output and Storage

SECOND QUARTER

Microsoft PowerPoint (Marquee)

Microsoft PowerPoint

- Section 1: Preparing a Presentation
- Section 2: Editing and Enhancing Slides

Chapters 4 & 5 (CUT)

Computer Software

- Chapter 4: System Software
- Chapter 5: Application Software

THIRD QUARTER

Microsoft Word (Marquee)

Microsoft Word

- Section 1: Creating and Editing a Document
- Section 2: Formatting Characters and Paragraphs
- Section 3: Formatting and Enhancing a Document

Chapter 6 & 7 (CUT)

Networks

- Chapter 6: Telecommunications and Networks
- Chapter 7: The Internet and the World Wide Web

Microsoft Excel (Marquee)

Microsoft Excel

- Section 1: Analyzing Data Using Excel
- Section 2: Editing and Formatting Worksheets
- Section 3: Using Functions, Setting Print Options, and Adding Visual Elements

FOURTH QUARTER

Chapter 8 (CUT)

Computer Security

- Chapter 8: Security Issues and Strategies

Chapter 9 (CUT)

Database Management

- Chapter 9: Database and Information Management
- Microsoft Access
 - Section 1: Maintaining Data in Access Tables
 - Section 2: Creating Tables and Relationships

Microsoft Access (Marquee)

Integrating Programs (Marquee)

Integrating Microsoft Office Programs

- Word, Excel, Access, and PowerPoint

Notes:

"CUT" refers to chapters in *Computers: Understanding Technology* text.

"Marquee" refers to activities in *Marquee Series, Microsoft Office 2010* text.

Units of Study:

- Introduction to Computers and Understanding Technology (including Windows Vista and Internet Explorer)
- Information Processing
- Computer Software
- Networks
- Computer Security
- Database Management (including Microsoft Access)
- Microsoft PowerPoint
- Microsoft Word
- Microsoft Excel
- Integrating Microsoft Office Programs

DEPARTMENT AGREEMENTS ON MINIMUM COURSE PROFICIENCIES

In order to receive credit for this course, students must exhibit proficiency in the topics described above.

GRADING / ASSESSMENTS

Marking period grades will be comprised of work in the following categories:

- 30% Tests
- 20% Quizzes
- 30% Projects
- 20% Classwork (includes "Do Now" activities, completion of reading and homework assignments, preparation for class, participation in discussions/group work, and on-task behavior)

Students are expected to complete all assignments, projects, quizzes, and tests each marking period in a timely fashion.

All students are required to complete a mid-term exam and a final exam.

MINIMUM PROFICIENCY

In order to pass College Computer Applications and Systems for the year with a minimum grade of a "D," a student must have a grade of 65% or higher when the four marking period grades, midterm exam, and final exam are averaged together.

Each marking period grade accounts for 20% of the overall course grade, and the mid-term exam and final exam each account for 10% of the overall course grade.

In order to earn college credit for this course, a student must:

- Be enrolled in the High School Scholars program, and
- Receive a grade of 70% or better for the course



CONCEPTS OF BUSINESS MANAGEMENT

Subject: Business Management

Department: Business

Grade Level: 11-12

Prerequisite: Business Organization & Management with a grade of 73% 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 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. Students have the option of earning three college credits from Middlesex County College through the *Pathways to Business* partnership.

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?

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, non-print, 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 Technology Education. All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.
- Standard 9.1 21st-Century Life and Career Skills Demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
- Standard 9.2 Personal Financial Literacy All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.

Connections:

Cross Curricular:

- Language Arts Literacy through speaking, writing, listening, and media literacy.
- 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, 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.

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.

Learning Activities (teaching strategies to be used in the course):

Direct Instruction

Case Studies

Simulation activities

Hands-on project work (incl. cooperative learning)

Do Now

Closure

Guest speakers

Field trips

Video/DVD

Course Resources:

Textbook:

Exploring Management in Modules, Schermerhorn, John R. Hoboken, NJ: John Wiley & Sons. 2007.

ISBN-13: 978-0-471-73460-4

Magazines and Periodicals:

Wall Street Journal, Business Week, Forbes, Fortune, Inc.

Internet sites or specific software:

<http://www.wiley.com/college/schermerhorn> (textbook companion website)

DVD:

Management Video Program (from textbook publisher)

“21st Century Leadership” series

Management biographies

Career-oriented videos/DVDs

Equipment, video cameras, tools, etc:

Computer workstations (student and teacher)
Digital video cameras
Digital still cameras
Color printer
Black & white printer
SmartBoard
LCD Projector

Performance tasks (types of assessments to be used during the course):

Quizzes after each chapter
Unit tests
Case studies
Unit projects (incl. research papers)
Application exercises (classwork)

SCOPE AND SEQUENCE (SUGGESTED PACING CHART)

YEAR LONG TOPICS

Case studies related to the unit subject matter.

FIRST QUARTER

Modules 1, 2, 3

Unit 1: Introduction to Management

- Our New Workplace
- The Management Process
- Management Learning

Modules 4, 5

Unit 2: Ethics

- Ethics and Ethical Behavior
- Social Responsibility and Governance

SECOND QUARTER

Modules 6, 7, 18

Unit 3: Diversity & International Business

- Diversity and Global Cultures
- Globalization and International Business
- Individual Behavior

Modules 21, 22

Unit 4: Teamwork

- Teams and Teamwork

- Conflict and Negotiation

THIRD QUARTER

Modules 9, 10, 11, 12

Unit 5: Planning and Control

- Managers as Decision Makers
- Plans and Planning Techniques
- Controls and Control Systems
- Strategic Management

Modules 13, 14, 15

Unit 6: Organizational Structures

- Organizational Structures
- Organizational Design and Culture
- Human Resource Management

FOURTH QUARTER

Modules 16, 17

Unit 7: Leadership and Communication

- Leadership
- Communication

Modules 19, 20

Unit 8: Motivation

- Motivation
- Motivational Dynamics

DEPARTMENT AGREEMENTS ON MINIMUM COURSE PROFICIENCIES

In order to receive credit for this course, students must exhibit proficiency in the topics described above.

GRADING / ASSESSMENTS

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 and an overall grade for the course.

MINIMUM PROFICIENCY

In order to pass the course for the year with the minimum grade of “D,” a student must have a grade of 65% or greater when the four marking period grades, mid-term exam, and final exam are averaged together.

Each marking period grade accounts for 20% of the overall course grade, and the mid-term exam and final exam each account for 10% of the overall course grade.

In order to earn college credit, a student must:

- Be enrolled in the High School Scholars program, and
- Receive a grade of a 70% or better

Marking period grades are determined as follows:

- Quizzes – 20%
- Unit Tests – 35%
- Unit Projects – 25%
- Classwork – 20% (includes “Do Now” activities, completion of reading and homework assignments, preparation for class, participation in discussions/group work, and on-task behavior)

Students are expected to complete all assignments, projects, quizzes, and tests each marking period in a timely fashion.

All students are required to complete a mid-term exam and a final exam.



SMALL BUSINESS MANAGEMENT

Subject: Business, Management, Entrepreneurship
Department: Business
Grade Level: 11-12

Prerequisite: Business Organization & Management with a grade of 73% or better or College Accounting I with a grade of 73% 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. Students have the option of earning three college credits from Middlesex County College through the *Pathways to Business* partnership.

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?

Standards:

- 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 4.5 (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 (Technology, Educational Technology): All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.
- Standard 9.1 (21st-Century Life and Careers, 21st-Century Life & Career Skills): All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
- Standard 9.2 (21st-Century life and Careers, Personal Financial Literacy) All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.
- Standard 9.3 (21st-Century Life and Careers, Career Awareness, Exploration & Preparation): All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

- Standard 9.4 (21st-Century Life and Careers, Career and Technical Education): All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.

STRAND D: Business, Management & Administration Career Cluster

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.

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 capital

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.

Learning Activities:

Direct Instruction

Case Studies

Simulation activities

Hands-on project work (incl. cooperative learning)

Do Now

Closure

Guest speakers

Field trips

Video/DVD

Assessments:

Chapter quizzes

Unit tests

Case studies

Projects (incl. comprehensive business plan)

Application exercises (classwork)

Resources:

Technologies:

Computer workstations (student and teacher)

Digital video cameras

Digital still cameras

Color printer

Black & white printer

SmartBoard

LCD Projector

Business DVDs

Small Business School Videos for Entrepreneurship: Starting and Operating a Small Business, 2nd edition (from textbook publisher)
<http://www.prenhall.com/mariotti> (textbook companion website)
Business Plan Pro software (bundled with textbook) – guides students through the process of creating a business plan

Text:

Entrepreneurship: Starting and Operating a Small Business (with Business Plan Pro), 2nd edition, Steve Mariotti and Caroline Glackin, 2010 Pearson/Prentice Hall.
ISBN-10: 0137013280; ISBN-13: 9780137013289

Newspapers and Periodicals:

Wall Street Journal, Business Week, Forbes, Fortune, Inc.

SCOPE AND SEQUENCE (SUGGESTED PACING CHART)

SEMESTER LONG TOPICS

Development of a comprehensive business plan

FIRST QUARTER

Introduction

Chapters 1, 2, 3

Introduction to the Small Business Management Course

Unit 1: What Business Do You Want to Start?

- Entrepreneurs Recognize Opportunities
- The Business Plan: Road Map to Success
- Creating Business from Opportunity

Chapters 4, 5, 6

Unit 2: Who Are Your Customers?

- Exploring Your Market
- Developing the Right Marketing Mix
- Smart Selling and Effective Customer Service

Chapters 7, 8

Unit 3: Show Me the Money!: Finding, Securing, and Managing It

- Understanding and Managing Start-Up, Fixed, and Variable Costs
- Using Financial Statements to Guide a Business

SECOND QUARTER

Chapters 9, 10

Unit 3: Show Me the Money!: Finding, Securing, and Managing It (continued)

- Cash Flow and Taxes
- Financing Strategy: Debt, Equity, or Both?

Chapters 11, 12, 13

Unit 4: Operating a Small Business Effectively

- Addressing Legal Issues and Managing Risk
- Operating for Success
- Management, Leadership, and Ethics

Chapter 14

Business Plan / Presentations Unit 5: What You Need to Know to Grow and Go

- Franchising, Licensing, and Harvesting: Cashing in Your Brand

Business Plan

- Submit final plan document
- Presentation

DEPARTMENT AGREEMENTS ON MINIMUM COURSE PROFICIENCIES

In order to receive credit for this course, students must exhibit proficiency in the topics described below.

GRADING / ASSESSMENTS

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 40% for each marking period and 20% for the final exam.

MINIMUM PROFICIENCY

In order to pass Small Business Management for the semester with the minimum grade of “D,” a student must 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:

- Be enrolled in the High School Scholars program, and
- Receive a grade of a 70% or better

Grades are determined as follows:

- Quizzes – 20%
- Unit Tests – 30%
- Unit Projects incl. Business Plan – 30%
- Classwork (incl. Case Studies, Do Nows, Closure, Participation) – 20%



COLLEGE CALCULUS

Subject: Calculus and Analytic Geometry
Department: Mathematics
Grade Level: 11-12

Prerequisite: Pre-Advanced Placement Calculus with a 75% or Advanced Pre-Calculus with a grade of 90% or better.

Note:** Passing score on the Accuplacer test or an SAT Mathematics score of 530 or better. (This is a Middlesex County College requirement to earn college credit.)

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.

Note: Students have the option of earning four college credits from Middlesex County College through the *Pathways to Business* partnership.

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?

Standards:

- 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

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:

- 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 and 9.2

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

Students will know and be able to...

- Find limits graphically, numerically, and analytically:
 - Limits at a point
 - One-sided limits
 - Infinite limits
- Apply the Limit Definition of the Derivative
- Find the derivative of a function using the following methods:
 - Power Rule
 - Product Rule
 - Quotient Rule
 - Chain Rule
 - Implicit Differentiation
- Apply the concept of derivative to solve related rates word problems.
- Find extrema on open and closed intervals.
- Find points of discontinuity.
- Find intervals where a function is increasing, decreasing or constant.
- Apply The First Derivative Test.
- Apply The Second Derivative Test.
- Apply Rolle's Theorem.
- Apply the Mean Value Theorem for derivatives and integrals.
- Apply the Intermediate Value Theorem.
- Apply the Extreme Value Theorem.
- Apply various tests and knowledge of increasing, decreasing, extrema and concavity to sketch complex curves without using a calculator.
- Apply concepts of extreme values to solve optimization word problems.
- Use the idea of the differential to estimate function values.
- Find the antiderivative of a function.
- Find the area under a curve using definite integrals.
- Approximate the area under a curve using Riemann Sums.
 - Inscribed rectangles
 - Circumscribed rectangles
 - Midpoint
- Approximate the area under a curve using the Trapezoidal Rule and determine the error.
- Apply The Fundamental Theorem of Calculus.
- Apply The Second Fundamental Theorem of Calculus.
- Integrate using the u-substitution method.
- Apply concepts of differentiation and integration to:
 - Logarithmic Functions
 - Exponential Functions
 - Inverse Functions
- Solve differential equations.
- Solve problems involving growth and decay.
- Find the area of a region between two curves.

- Find the volume of a three dimensional solid of revolution using:
 - Disk method
 - Washer method
 - Shell method

Learning Activities

Refer to scope and sequence chart.

Assessments

Tests / Quizzes / Projects
Midterm and Final Exam

Resources

Technologies:

Graphing Calculators (TI 84, TI 89, and TI-Nspire)
TI Navigator
SMART Board
Geometer Sketchpad
Calculus in Motion

Text:

Calculus of a Single Variable, 9th edition, Houghton Mifflin, by Larson and Edwards, copyright 2010.

SCOPE AND SEQUENCE (SUGGESTED PACING CHART)

YEAR LONG TOPICS

Do-Now activities

Homework questions

FIRST SEMESTER

- Chapter 1**
- 1.1 A Preview of Calculus
 - 1.2 Finding Limits Graphically and Numerically
 - 1.3 Evaluating limits analytically
 - 1.4 Continuity and One-Sided Limits
 - 1.5 Infinite Limits
- Chapter 2**
- 2.1 The Derivative and the Tangent Line Problem
 - 2.2 Basic Differentiation Rules and Rates of Change
 - 2.3 The Product and Quotient Rules and Higher-Order Derivatives
 - 2.4 The Chain Rule
 - 2.5 Implicit Differentiation
 - 2.6 Related Rates
- Chapter 3**
- 3.1 Extrema on an Interval
 - 3.2 Rolle's Theorem and the Mean Value Theorem
 - 3.3 Increasing and Decreasing Functions and the First Derivative Test.
 - 3.4 Concavity and the Second Derivative Test
 - 3.5 Limits at Infinity
 - 3.6 A Summary of Curve Sketching
 - 3.7 Optimization Problems
 - 3.9 Differentials

SECOND SEMESTER

- Chapter 4**
- 4.1 Antiderivatives and Indefinite Integration
 - 4.2 Area
 - 4.3 Riemann Sums and Definite Integrals
 - 4.4 The Fundamental Theorem of Calculus
 - 4.5 Integration by Substitution
- Chapter 5**
- 5.1 The Natural Logarithmic Function: Differentiation
 - 5.2 The Natural Logarithmic Function: Integration
 - 5.3 Inverse Functions
 - 5.4 Exponential Functions: Differentiation and Integration
 - 5.5 Bases Other Than e and Applications
- Chapter 6**
- 6.2 Differential Equations: Growth and Decay
 - 6.3 Differential Equations: Separation of Variables

- Chapter 7** 7.1 Area of a Region Between Two Curves
7.2 Volume: The Disk Method
7.3 Volume: The Shell Method

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.

GRADING / EVALUATION

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

MINIMUM PROFICIENCY

In order to pass College Calculus for the year with the minimum grade of “D,” a student must 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:

- Be enrolled in the High School Scholars program
- Receive a grade of 70% or better

Grades are determined as follows:

- 100% Tests / Quizzes / Performance Assessments



ENGLISH IV COLLEGE COMPOSITION

Subject: English IV, English Composition
Department: English
Grade: 12

Prerequisite: Students must have at least an 87% average if transferring from Honors or AP English III or a 95% average if transferring from Academic English IV.

Note: Passing score on the Accuplacer test or an SAT Critical Reading score of 540 or better. (This is a Middlesex County College requirement to earn college credit.)**

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*.

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

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

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

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.

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

Performance tasks:

- Time writings
- Quizzes
- Objective Tests
- Homework
- Research projects/papers
- Presentations

Course Resources

The Contemporary Reader (Ninth Edition) by Gary Goshgarian. Pearson Education, Inc.
Keys for Writers (Fifth Edition) by Ann Raimes. Houghton Mifflin Company

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

Subject: Public Speaking, Performing Arts

Department: English

Grade Level: 11-12

Course Summary

This college-level course provides an introduction to the theory and practice of public address. A summer assignment introduces students to a critical view of public address. Through making in-class presentations, critiquing speeches and researching for assignments, students will acquire an understanding of what it takes to give an exciting and interesting speech. Critical thinking, listening skills and personal creativity will be emphasized. The class will provide numerous practical opportunities to give various types of presentations including persuasive, informative, demonstration, and improvised speeches. While this course is primarily a performance course, students will be expected to research and write speeches, as well as to participate actively as a listener and critic. Students will gain experience that will benefit them in school and in the business world. This course does not fulfill the English graduation requirement.

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

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

- What does it mean to communicate?
- How can nonverbal communication change a speaker's message?
- How can effective public speaking be recognized and described?
- What elements must be considered before writing and delivering a speech?
- What are the elements of an effective speech?
- How does an audience affect a speech?
- How does one deliver a speech effectively and with confidence?
- How does a speaker effectively use supporting materials in a speech?
- What ethical responsibilities does a speaker have?

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.

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

Learning Activities:

- Direct Instruction
- Do Now Activities
- Analysis of famous speeches
- Nonverbal communication exercises
- Relaxation techniques
- Outlining
- Class discussions
- Peer critiques

- Audience analysis
- Audience behavior exercises/positive listening activities
- Improvisational exercises
- Video/DVD viewing of speeches
- Student analysis of his/her own speech from videotape
- Self-Evaluation Papers
- Quizzes/tests
- Reading assignments
- Group projects/Cooperative Learning
- Guest Speaker

Performance Tasks:

Quizzes

Unit Tests

Unit projects

Performance Tasks – Speeches

Introduction

Personal Experience

How-To/Demonstration

Pet Peeves

- PowerPoint
- Persuasive
- Election
- Powerpoint & Podcast
- Film Project/Commercial
- Debate
- After-Dinner Speech
- Impromptu
- Oral Interpretation

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

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 Now's / Participation / Classwork – 10%

Homework – 5%

Weekly Course Scope and Sequence (suggested pacing chart)

Weeks 1 & 2

Course Introduction; “Why Study Public Speaking” and Dis-fluency Handout
The Communication Process; the Rich Heritage of Public Speaking;
Rhetoric and the Greek Tradition
Build Your Confidence; “Get Acquainted” Student Survey
“Communication Behavior Questionnaire”
Homework: Read Chapter 1, answer questions. Prepare Introduction Speech

Week 3

Self-Introduction Speech

Anxiety surveys- Discuss speech anxiety and how to deal with it
Improving Your Confidence Anxiety Sheets
Audience-centered approach; Audience skits
Homework: Read Chapter 2, answer questions; Prepare Significant Things Speech

Week 4

My Significant Things Speeches

Ethical public speaking, plagiarism; Ethical questions discussion
Topic, Purpose, Idea; Supporting Material; Outlining
Homework: Read Chapter 3, answer questions, Self-evaluation

Week 5

The public speaking process

Listening; Evaluating speeches and giving feedback
How to give constructive criticism; How to be a good audience member/listener
Questioning Behavior Inventory
Analyzing Your Audience
Bring in ads to analyze for target audience
Class Attitudinal Audience Analysis Questionnaire
Developing Communication Strategies to Adapt to Audience Sheet
Homework: Read Chapter 4, answer questions; Dis-fluency Assignment

Week 6

Developing your speech

Selecting and Narrowing Your Topic- Practice in Narrowing Topics Worksheet
Determine Your Purpose
Develop Your Central idea
Main Ideas
Outlining
Homework: Read Chapter 15

Week 7

Speaking to Inform

Different types of informative speeches
Strategies to enhance audience understanding
Strategies to maintain audience interest
Strategies to enhance audience recall of information
Developing Vivid Word Pictures

Week 8

Beginning and Ending your speech

Beginning/Ending Activity

Week 9

Blindfold Activity: Using Visual Aids Discussion

Homework: Read Chapter 14; How To/Demonstration Speech – Prepare

Week 10

How To/Demonstration Speech

Using Visual Aids

Homework: Self-evaluation

Week 11

Supporting Materials – Sources, Types, Using Effectively

Use library to find supporting material for Informative Speech

Organizing the Speech – Five patterns for organizing main ideas of a speech (Worksheet-

Identifying Organizational Strategies

Watch and critique info speeches; Determine speaking positions

Informative Speech #1 -- My Best Teacher Speech

Homework: Post-Speech Reaction Paper

Week 12

Informative Speech #2

Homework: Post-Speech Reaction Paper; Read Chapters 10 and 11

Fortune Cookies

Week 13

Fortune Speeches

Homework: Post-Speech Reaction Paper

Week 14

Watch and Critique: historically great speakers

Homework: Read Chapters 16 and 17

Week 15

Delivering Your Speech

Delivery Methods – Impromptu, Extemporaneous

Gestures, Movement, Posture, Body Language
Vocal Delivery
Mixed Message Exercise
TV: “Lie To Me”

Pet Peeves Speech

Homework: Read Chapters 13

Week 16

Giving a speech using PowerPoint

Read articles, view video examples

Prepare PowerPoint

Homework: complete and rehearse PowerPoint presentations

Week 17

PowerPoint Presentations – Visual Aids

Homework: Post-Speech Reaction Paper

Week 18

Watch and critique historically great political speakers

Week 19

MLK Video; Being an effective persuader; Watch and critique persuasive speeches
Using Persuasive Strategies

Midpoint Exam

Homework: Persuasive Speech Assignment

Week 20

Short Persuasive Speeches – The Speech to Motivate

Week 21

Develop persuasive speech topic

Research

Outline

Write

Rehearse

Week 22

Persuasive Speeches – Long, Round 1

Audience feedback

Homework: Rework speech

Week 23

Persuasive Speeches – Long, Round 2

Homework: Post-Speech Reaction Paper

Week 24

**Nomination and Election Speeches – Prepare
Deliver Nomination Speeches**

Week 25

Election Speeches

Week 26

Job Interviews

Homework: Self-Critique

Week 27

Short Television Persuasive: The Commercial

Write, Storyboard

Prepare visuals

Film

Week 28

The Commercial: Complete filming, editing

Week 29

The Podcast

Week 30

Speaking for Special Occasions and Entertainment Purposes

Using Humor

Structuring the speech for the occasions

Week 31

Preparing the speech; Rehearsal

Week 32

Toasts, Introductions, Commemorative and Tribute Address

Week 33

After-Dinner Speeches and Keynote Addresses

Week 34

Fundamentals of Oral Interpretation Short practice

Week 35

Oral Interpretation -- Presentations

Week 36

Fundamentals of Debate

Types of debates

Viewing of debate competitions

Practice debates

Week 37

Debate research

Week 38

Research and preparation for Final Speech – 10-minute free choice

Week 39

Presentations of Final Speech – 10-minute free choice

Week 40

Final Exam

South Brunswick School District



DISTRICT APPENDIX

There are the various strands that cross content.

They have relevance to every curricular area and all grade levels.

The strands are interwoven into content and integrated into instruction.

They do not stand alone.

A synopsis of each strand is included in this document.

**The full SBSD K-12 District Appendix, with detailed information about each strand,
can be found as a separate document.**

Topics

Teaching for the 21st Century

Educational Technology Standards

21st Century Life and Career Education Skills

Character Education

Differentiation

Understanding by Design (UbD): "Reader's Digest" Version

Topic

Teaching for the 21st Century: What does this mean and how do you do it?

Students need to gain skills that will enable them to learn on their own, think critically and creatively, and apply knowledge to new situations. An emphasis needs to be placed on problem solving, teamwork skills, global awareness, and proficiency in using technology. Students need to learn to collaborate and work on authentic problems that they will likely encounter in their future careers. This section will outline what this means and how you “teach” for the 21st century: Elementary, Middle and High.

Tools for the 21st Century: Life, Careers, and Digital Environments

21st Century Life and Career Education Skills and Educational Technology Skills outline the NJ Core Curriculum Content Standards for these areas that align with PK-12 learning.

These standards are written into the curriculum documents for all areas of content—English Language Arts, Mathematics, Science, Social Studies, PE/Health Education, Visual Art, Music, World Language and Library-Media. They are integrated into curriculum and instruction in places where it is relevant and meaningful to do so, and in ways that enhance learning. You will see these integrations explicitly noted in the curriculum guides: Elementary, Middle and High.

Character Education: Safe and Caring Learning Communities

South Brunswick takes an “approach” to character education that fosters the social, emotional and academic growth of each child. The intent is to create a safe and caring community while building life skills based on the five core values (CARES):

- C Cooperation
- A Assertion
- R Responsibility (and Respect)
- E Empathy
- S Self-Control

For over ten years, the K-5 teachers have been trained in and have followed the *Responsive Classroom (RC)* approach.

The middle school teachers have studied and/or been trained in the *Developmental Designs (DD)* approach to character education.

The high school approach has been named “Strive for Five” and includes an annual theme with related activities to bring Character Education to the forefront. There is always a service-learning project connected to the theme. In addition, the high school also follows the *Institute of Excellence and Ethics* (IEE) approach. The IEE approach allows for explicit teaching of Character Education through a series of multimedia lessons that are embedded into the students’ schedules.

Differentiation

Differentiation of instruction is a deliberate and conscious method of planning and teaching that provides multiple avenues of learning. It means different challenges to different students. It is characterized by strategies that use an assessment of each individual student for readiness, interest and learning style to modify instruction in three ways: by content, process and product.

In this document, there is a brief description of several approaches and methods that have long been utilized in South Brunswick to meet the differentiated needs of students within the classroom.

- Bloom’s Taxonomy
- Gardner’s Multiple Intelligences
- Learning Styles
- Inclusion Classrooms
- Kagan Cooperative Learning
- Principles of Differentiation

It is expected that classroom instruction will be differentiated. This expectation is predicated upon the belief or disposition that “all students can learn.”

Understanding by Design

For nearly two decades, the South Brunswick School District has held much value in the Understanding by Design (UbD) or Backward Design model of curriculum writing by Grant Wiggins. This model and the process of curriculum development, has been used in the district for many years. The curriculum template—which was recommended by the State of NJ and adopted/adapted by the District, includes elements of the UbD approach.)

You will note that in every curricular area, we begin with the end in mind (that is, the big idea). Enduring understandings, essential questions and performance assessments—all based on standards—are used in the process of curriculum development.

With this being said, it is not only important to understand the process of UbD, but also how to implement curriculum designed in such a way.

A brief overview of how to use Understanding by Design in delivering curriculum is included in the Appendix.