

BUSINESS ADMINISTRATION

Revised May 2, 2008

Course Number 624

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High Point Regional High School's curriculum and instruction are aligned to the State's Core Curriculum Content Standards and address the elimination of discrimination by narrowing the achievement gap, by providing equity in educational programs and by providing opportunities for students to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affection or sexual orientation, gender, religion, disability or socioeconomic status.

Name of Course: Business Administration

Level of Course: Academic

Prerequisites: None

Grade levels offered to: 9 through 12

Course Number: 624

Revised date and Teacher name: May 2008, Brian Emma

Purpose:

Business Administration, which equates to Business on a college level, is designed as a broad-based course covering a variety of areas of business. It has been devised to appeal to both college-bound students and earnest business students. The students will be focusing on the global economy, private enterprise and entrepreneurship, finance, government and its relationship to business, international business, credit, and personal investment and money management. The students will be integrating these topics on a personal level in relation to their own career goals.

General Objectives:

1. Students will gain an understanding of the economic changes facing businesses.
2. Gain an understanding of being an entrepreneur and the private sector of business.
3. Know the three major types of business plans-marketing, managing, and financial.
4. Define the marketing mix for a proper business location.
5. Gain knowledge of the stock market and how it works.
6. Learn our money and banking system and how the Federal System controls our money supply.
7. Learn the other economic systems of the world and how they produce goods and services.
8. Understanding the use of debit and credit in our society.
9. To gain a better understanding of our labor market and how it works.
10. Research a career based on student's abilities and skills.
11. Learn the procedure to use for finding a job and career.

Method of Instruction:

Each chapter/unit is introduced by having the teacher familiarize the topic with the students by previewing its contents. After each chapter is read and absorbed by the students, classroom dialogue will be generated, followed by relevant activities.

Taking initiative and being innovative are traits which promote leadership. The students are implored to do this throughout the course. Class discussions comprise a significant amount of class activity and students who are comfortable in their knowledge of the topics will fare very well.

Quizzes will be given periodically, both announced and unanticipated, but all major tests will be given after careful review of a unit, and with plenty of notice to ensure success for the student who has followed classroom procedures.

Standards targeted throughout this Curriculum:

Cross Content Workplace Readiness Standards

- Demonstrate employability skills and work habits such as work ethic, dependability, promptness, and getting along with others, needed to get and keep a job. (CCWRS 1.1)
- Identify career interests, abilities, and skills. (CCWRS 1.3)
- Develop an individual career plan. (CCWRS 1.4)
- Select a career major and appropriate accompanying courses. (CCWRS 1.6)
- Demonstrate the importance of academic and occupational skills to achievement in the work world. (CCWRS 1.7)
- Prepare a resume and complete job applications. (CCWRS 1.10)
- Access and assess information on specific topics using both technological (eg., computer, telephone satellite) and print resources available in libraries or media center. (CCWRS 2.6)
- Evaluate their own actions and accomplishments (CCWRS 4.3)
- Describe action, which demonstrate respect for people of different races, ages, religions, ethnicity and gender. (CCWRS 4.6)
- Use time efficiently and effectively. (CCWRS 4.9)
- Describe how ability, effort, and achievement are interrelated. (CCWRS 4.11)

Career and Technical Education Standards:

- All students will develop career awareness and planning, employability skills, and foundations knowledge necessary for success in the workplace. (CTE 9.1)

Interdisciplinary Connection Standards:

Language Arts Standards:

- Use clear, concise, organized language in speaking situations. (LA 3.1.14)
- Speak before a group to defend an opinion an presenting oral presentation. (LA 3.1.15)
- Write for real audiences and purposes, such as job applications, business letter, college applications, and memoranda. (LA 3.3.18)

Social Studies:

- Explain and demonstrate the role of money in everyday life. (LA 6.6.1)
- Describe the relationship of price to supply and demand. (6.6.2)
- Describe the work that people perform in our economic system. (LA 6.6.3)
- Distinguish between wants and needs. (LA 6.6.4)
- Identify and differentiate among various forms of exchange. (LA 6.6.6)

The assessment of student progress in the objectives cited on the previous pages will be primarily by, but not limited to, the following criteria.

Design Portfolios & Presentations	40%
Homework	10%
Tests	20%
Class Participation/Code of Conduct	20%
Knowledge Logs/Notebooks	10%

i. Observation

Systematic, wherein the observer gathers data on one or more precisely defined behaviors;
 Nonsystematic, in which the observer watches the child at school in the setting of concern and notes the behaviors, characteristics, and personal interactions that seem significant;

ii. Authentic Assessment Measures Progress in Applied Skills

Authentic assessment rates students' performance on real world tasks. To perform successfully on these tests, students must know the subject area and be able to use that knowledge to perform problem solving tasks. Activities used in authentic assessments may include:

- Conducting research; Designing a solution to a problem;
- Writing a news article, poem, or short story;
- revising and discussing papers;
- Performing an oral presentation based on a project or analysis; and collaborating with others

How will you measure the effectiveness of this course?

- Increased enrollment in upper level course.
- Increases in final exam grades
- Increase in final grades.
- Student end of course evaluation.

When was the last mid term exam written/ or revised? 2007

When was the last final exam written/ or revised? 2007

Unit 1 Introduction to the Global Economy Chapters (1-3)

3 weeks

Goal: To have students match their skills and attitudes to being successful in a career.

Objectives:

1. Students will identify some job skills in business and financial operations.
2. Students will learn the steps in the decision-making process.
3. Students will learn how to evaluate information.

Audio-visual: None

Computer Needs: Students will need to go into a computer lab once a week to do career search on a career survey site that will be given by the teacher.

Assignments:

1. Students will fill out a career research survey form.
2. Read Chapters 1-3 and do corresponding workbook pages as assigned by teacher.
3. Complete teacher made handouts.
4. Listen to guest speaker when available.

Lab activities: None

Assessment:

1. Students will take quizzes on chapter vocabulary.
2. Complete chapter review questions.
3. Take a Unit Test on chapters 1-3.

Standards through this unit:

CCWRS 1.1, 1.3, 1.7, 4.1
CTE 9.1

Unit 2 The Private Enterprise System

Chapters 4-6

5 w

Goal: To help students gain a better understanding of how our economy works.

Objectives:

- on
total
1. Students will learn how businesses benefit society in general.
 2. Students will learn the law of supply and demand.
 3. Students will learn the working of the stock market, through the NJ Council Economic Education Stock Market Game.
 4. Students will learn to read the stock pages, buy and sell stock, and figure out cost and gain on stock.

Audio-visual:

1. Various teacher made transparencies
2. VHS video "How Stock Market Works".

Computer Needs: Access to computer once a week for a ten-week period.

Assignments:

1. Read chapter 4-6 and do corresponding workbook pages.
2. Create a stock portfolio and follow three stocks.
3. Learn vocabulary from each chapter and stock ditto handout.
4. Keep track on cost and gains of stocks on stock worksheet.

Lab activities: None

Assessment:

1. Students will be graded on chapter review questions and workbook pages.
2. Students will work together and at home on stock dittos 41-44.
3. Grading of a stock worksheet on simulated buying and selling of stocks.
4. Quiz on Vocabulary.
5. Competition of a crossword puzzle on investment.
6. Grading of Unit Test (Chapters 4-6)

Standards targeted through this unit:

CCWRS 1.12, 2.6, 4.3 4.9
LA 6.6.1, 6.6.2, 6.6.3, 6.6.4

Unit 3 Managing Business Finance

Chapters 9 & 11

3 w

Goal: To have students gain an understanding and preparation of financial statements.

Objectives:

1. To create an income statement and balance sheet.
2. To learn the basic accounting equation.
3. To learn various journals used in a business.
4. To learn about initial startup costs and capital to keep a business running.

Audio-Visual: Teacher made transparencies.

Computer Needs: None

Assignments:

1. Read chapters 9, 11 and do corresponding workbook pages.
2. Do sample income statements and balance sheets.
3. Do teacher made dittos on different journals.
4. Do teacher made financial dittos.

Lab Activities: None

Assessment:

1. Students will be graded on an income statement and balance sheet.
2. Quiz on chapter Vocabulary.
3. Grading on teacher made dittos.
4. Chapter testing.

Standards targeted through this unit:

CCWRS 1.12, 4.9
LA 6.6.1

Goal: To teach students the marketing mix and channel of distribution in the marketing products and services we buy.

Objectives:

1. Students will learn the 4'Ps of marketing.
2. Students will learn the three parts of a sales ticket and how to figure them out.
3. Students will learn the various channels of distribution for our products and services.
4. Students will learn the different kinds of goods that are purchase.
5. Students will learn the different types of shopping centers.

Audio-Visual: Teacher made transparencies

Computer Needs: None

Assignments:

1. Read chapters 14 & 15 and do corresponding workbook pages.
2. Do chapter review questions.
3. Do teacher made dittos on sales tickets, discount, and general pricing dittos.

Lab activities: None

Assessment:

1. Quiz on vocabulary.
2. Grading of various dittos.
3. Test on chapters 9 & 11.

Standards targeted through this unit:

CCWRS 4.3, 4.9
LA 6.6.2, 6.6.3, 6.6.6

Goal: Students will gain a basic understanding of filing income taxes

Objectives:

1. Students will learn how a W-2, W-4 is filled out.
2. Students will learn the 1040EZ, 1040A, and 1040 forms
3. Students will learn the purposes of Schedules A, B, C, and D.
4. Students will learn the purposes of 1099 Div and 1099 Int.

Audio-Visual: Various teacher made overheads of all forms.

Computer Needs: None

Assignments:

1. Reading of tax information from teacher made dittos.
2. Do sample problems with teacher demonstrating on overhead.
3. Learn tax vocabulary.
4. Do sample problems on various tax forms, prepared by teacher.

Lab Activities: None

Assessment:

1. Quiz on vocabulary.
2. Grading of problems on different forms.
3. Completing Forms 1040EZ, 1040A, and 1040.

Standards targeted through this unit:

CCWRS: 4.9
LA 6.6.1

Goal: To teach students the responsibility of the Federal Reserve System and our banking system.

Objectives:

1. Students will learn functions and characteristics of money.
2. Students will learn the working and purpose of the Federal Reserve System.
3. Students will learn the three main functions of banks.
4. Students will learn how to open and maintain checking and saving accounts.
5. Students will learn to reconcile bank statements.

Audio-Visual:

1. Teacher prepared overheads
2. Video "The Fed Today".

Computer Needs: None

Assignment:

1. Read Chapters 19 & 20 and do corresponding workbook pages as assigned.
2. Do teacher made dittos.
3. Study vocabulary from chapters.
4. Look over examples in the chapters
5. Complete chapter review questions.

Lab activities: None

Assessment:

1. Students will fill out various banking slips.
2. Students will complete a bank reconciliation statement.
3. Students will do sample problems from teacher made dittos.
4. Take test on chapters 19 & 20.

Standards targeted through this unit:

CCWRS: 1.12
LA 6.6.1

Goal: Students will learn the three basic types of economic systems in the world.

Objectives:

1. To have students understand what type of data is best displayed in a bar, line, or circle graph.
2. To discuss importance of why nations depend on one another for goods and services.
3. To have students to be able to describe the three basic types of economic systems.
4. To discuss how points of view can affect international trade.
5. To learn the diversity of different cultures and how businesses learn to adjust.

Audio-Visual:

1. Teacher made transparencies.
2. Teacher made dittos from back-line master booklet

Computer Needs: Access to a computer lab once a week for research on chosen country.

Assignments:

1. Read chapters 21- 23 and do corresponding workbook pages as assigned.
2. Do back-line masters 1-17.
3. Study vocabulary.
4. Read charts from textbook and back-line masters.
5. Do research on a chosen country and give a report.

Lab Activities: None

Assessment:

1. Quiz on vocabulary.
2. Grading of back-line masters and workbook pages.
3. Oral and written report on another country's economy.
4. Unit Test on chapters 21-23.

Standards targeted through this unit:

CCWRS: 1.7, 2.6, 4.6, 4.9
LA 3.1.14, 3.1.15

Unit 8

Global Economy and Careers Chapters 35-38 6 weeks

Goal: To help students prepare for a career in the working world.

Objectives:

1. To discuss the types of occupational clusters in our working world.
2. To discuss the diversity of today's labor force.
3. To develop a career plan.
4. To learn the proper forms for letter of application and resume.
5. To select a career and submit a report.

Audio-Visual:

1. Teacher made transparencies.
2. Guest speakers from various colleges and business institutions.

Computer Needs:

1. Access to a lab for research on an career
2. Access to the Vocational Lab.

Assignments:

1. Read Chapters 35-38 and do corresponding pages as assigned.
2. Fill out teacher prepared survey and questionnaire.
3. Use career search programs on computer.
4. Select a career and do an oral and written report.

Lab activities: None

Assessment:

1. Quiz on chapters
2. Grading of workbook pages and chapter review questions.
3. Grading of career report.
4. Unit Test on chapter 35-38.

Standards targeted through this unit:

CCWRS: 1.3, 1.4, 1.6, 1.7, 1.10, 2.6, 4.6, 4.9
CTE 9.1
LA 3.3.14, 3.1.15, 3.3.18

Materials/Resources

Text & workbook: Introduction to Business - Glencoe/McGraw Hill Publishing
Teacher Prepared Handouts
New Jersey Stock Market Game from New Jersey Council on Economic Education
Vocational Guidance
Internet - Career Research Sites
Career Videos

People:

Speakers from Chubb Institute, Devry Institute, Dover Business College

Audio-Visual:

1. The VHS video "The History of the Dow".
2. The VHS video "Modern Marvel-The Stock Exchange".
3. The VHS video "The FED Today".

Assessment:

Authentic assessment methods are ways of evaluating student abilities in a process-base classroom; these methods include: design portfolios and journals, student presentations/demonstrations, simulations, oral exams teacher observation, student self-assessment. The primary purpose of assessment is to assist the students in the learning process. When identified, student's strengths are used to help guide them toward areas in which they will excel. The teacher selects the most appropriate assessment method(s) for each behavioral objective during learning activities.

Each chapter/unit is introduced by having the teacher familiarize the topic with the students by previewing its contents. After each chapter is read and absorbed by the students, classroom dialogue will be generated, followed by relevant activities. Class discussion comprise a significant amount of class activity and students who are comfortable in their knowledge of the topics will fare very well. **(While a background in business is helpful, no student is expected to enter the course with prior business training. All students begin with equal footing.)**

Student Progress:

Unit Tests	30-40%
Homework	40-60%
Quizzes	10-15%
Class Participation	15-25%
Projects and reports	15-25%

Homework and Extra Credit Policy:

Homework is given for the week on Mondays. All assignments are written down for a due date in the student's planner. All work is due when assigned for that day. If a student is absent when an assignment is due, the work is due based on the number of days absent from the time the assignment was due. Inclass work missed, must be made up within one week of assignment. Extra credit is given for every assignment turned a day earlier, with ten points added to the grade received on that day's assignment. Likewise, an assignment turned in one day late will lose ten points. No assignment is accepted after one day late, unless absent.

Web Pages:

www.smgww.org

www.bridges.com

www.yahoo

www.careerpathsonline.com

www.stats.bls.gov/oco/ocos069.htm