Business (& Personal) Management, Marketing and Finance
Level One Syllabus

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Course Description
This course is designed to introduce students to the key business management, marketing and finance tools and skills that will best prepare them for successful careers in the business world, no matter what career path they pursue after high school. This course also teaches students to use business and personal computer software to accomplish career-related tasks that will serve them throughout both their professional and personal lives.

Course Objective
Level One Business students will be introduced to business practices through lectures and project-based learning related to the information that is presented in the textbook, *Introduction to Business*, as well as through a utilization of personal finance and entrepreneurship lessons provided through accessing the Junior Achievement of New Jersey curriculum on these topics. Where applicable, lesson plans will also be utilized from the *National Academy of Finances’* curriculum.

Through the course-of-study during the Level One year, Business students will gain an understanding of and learn how to apply information related to Basic Economic Concepts, Economic Resources and Systems, Economic Activity in a Changing World, Business Ethics and Social Responsibility, Entrepreneurship, Business Ownership and Operations, Business Management, Leadership in Management, The Role of the Government in Our Economy, and, Strategic Business Planning as well as the Personal Financial Literacy topics of income, savings, debit, credit, taxes, and budgeting.

Level One Business students will also be trained in the use of the Microsoft Office software programs Word and PowerPoint, resulting in their achievement of MOS (Microsoft Office Specialist)* certification through the GMetrix training process.

(*NOTE: Successful passing the GMetrix/MOS Certification tests for MSWord and MSPowerPoint are requirements for graduation from the Business Management, Marketing and Finance CTE Program of Study)
GET READY!

Schedule for College Planning

High School: Sophomore Year

- Establish strong study habits
- Find a place in your home or at a library that is your study zone
- Utilize time management techniques (Never procrastinate!)
- Complete all homework assignments thoroughly and on time
- Keep a clean, organized backpack and locker
- Continue to earn strong grades
- Develop a reading plan that includes newspapers, magazines and books
- Improve upon your writing ability
- Take the PSAT or PLAN as practice for the official junior year administration
- Meet with your counselor for career exploration activities and to select your junior year classes
- If you excel in a subject area, “move up” to Honors
- Become involved with additional extracurricular activities that meet your interest and be a leader
- Think about your interests and how they might translate into future career options
- Begin to attend college representative meetings held at your high school
- Become familiar with general college entrance requirements
- Start to consider what qualities you are looking for in a college
- Consider a meaningful summer experience – employment, volunteer opportunity, travel or enrichment class

Business Content Learning

The Glencoe/McGraw-Hill Online Learning Center will be used in support of the use of the textbook, Introduction to Business. To access the Online Learning Center, students are to:

1. Go to www.glencoe.com
2. Select ‘New Jersey’ from the ‘State’ pull-down menu
3. Select ‘Student/Parent’ from the ‘User’ choices
4. Select ‘Business Administration’ from the ‘Subject’ pull-down menu
5. Click ‘Enter’
6. A new browser tab will be opened and a list of textbooks will be listed. Select ‘Introduction to Business 2008’.
7. A new browser tab will be opened. Select ‘Student Center’
8. This will open the Introduction to Business Student Center Access page from which support materials and activities related to each Unit and Chapter (within a Unit) in the text can be accessed by selecting a Unit or Chapter under ‘Unit Resources’ or ‘Chapter Activities’ on the left hand side of the screen.
   a. You may also go directly to the Introduction to Business Student Center Access page by copying and pasting the following URL into your browser: http://glencoe.mheducation.com/sites/0078747686/student_view0/index.html.

The following is a listing of the Unit/Chapters/Sections and related activities from Introduction to Business that will be covered in Level I of the Business Management, Marketing and Finance
CTE Program of Study. Following the review and discussion of each section, students will be directed to – either in class or as a homework activity – access the provided online link to a quiz on the reviewed subject area. Students are to complete the multiple-choice quiz, submit answers, and then share the results by following the instructions for the student to: insert first and last name, insert student’s email address; and, insert teacher’s email address, then submit the results. Students are to complete this activity by the time and date designated by the instructor for each respective assignment:

- **ITB Ch. 1 – The Economy and You – Section 1.1: A Look at Wants and Needs**
  - Online Learning Center Activity: Self Check

- **ITB Ch. 1 – The Economy and You – Section 1.2: Business Activities**
  - Online Learning Center Activity: Self Check

- **ITB Ch. 2 – Economic Resources & Systems – Section 2.1: Economic Resources**
  - Online Learning Center Activity: Self Check

- **ITB Ch. 2 – Economic Resources & Systems – Section 2.2: Economic Systems**
  - Online Learning Center Activity: Self Check

- **ITB Ch. 3 – Economic Activity in a Changing World – Section 3.1: U.S. Economic History**
  - Online Learning Center Activity: Self Check

- **ITB Ch. 3 – Economic Activity in a Changing World – Section 3.2: The Business Cycle**
  - Online Learning Center Activity: Self Check

- **ITB Ch. 4 – Business Ethics and Social Responsibility – Section 4.1: Business Ethics**
  - Online Learning Center Activity: Self Check

- **ITB Ch. 4 – Business Ethics and Social Responsibility – Section 4.2: Social Responsibility**
Online Learning Center Activity: Self Check

- ITB Ch. 5 – Entrepreneurship – Section 5.1: Rewards and Challenges of Entrepreneurship
  o Online Learning Center Activity: Self Check

- ITB Ch. 5 – Entrepreneurship – Section 5.2: The Business Plan
  o Online Learning Center Activity: Self Check

- ITB Ch. 6 – Business Ownership and Operations – Section 6.1: Types of Business Ownership
  o Online Learning Center Activity: Self Check

- ITB Ch. 6 – Business Ownership and Operations – Section 6.2: Types and Functions of Business
  o Online Learning Center Activity: Self Check

- ITB Ch. 7 – Business Management – Section 7.1: Management Functions
  o Online Learning Center Activity: Self Check
  http://glencoe.mheducation.com/sites/0078747686/student_view0/unit2/chapter7/section1/self-checks.html

- ITB Ch. 7 – Business Management – Section 7.2: Management Structures
  o Online Learning Center Activity: Self Check

- ITB Ch. 8 – Leadership in Management – Section 8.1: Leadership Qualities
  o Online Learning Center Activity: Self Check
  http://glencoe.mheducation.com/sites/0078747686/student_view0/unit2/chapter8/section1/self-checks.html

- ITB Ch. 8 – Leadership in Management – Section 8.2: Leadership Styles
  o Online Learning Center Activity: Self Check
• ITB Ch. 11 – The Role of Government in Our Economy – Section 11.1: Government as Regulator
  o Online Learning Center Activity: Self Check

• ITB Ch. 11 – The Role of Government in Our Economy – Section 11.2: Government as Provider
  o Online Learning Center Activity: Self Check

**JA Be Entrepreneurial**

Following the review, discussion and engagement in activities related to the above topics from *Introduction to Business*, the Junior Achievement of New Jersey *JA Be Entrepreneurial* training guide will be utilized. This will include the following sessions:

- Session One: Introduction to Entrepreneurship
- Session Two: What’s My Business?
- Session Three: Who’s My Customer?
- Session Four: What’s My Advantage?
- Session Five: Competitive Advantages
- Session Six: Ethics Are Good for Business
- Session Seven: The Business Plan

**MOS Certification Training: MSWord and MSPowerPoint**

Following the review, discussion and engagement in the *JA Be Entrepreneurial* sessions, training activities in Microsoft Office Word and Microsoft Office PowerPoint will be utilized in preparation for GMetrix/CertiPort Microsoft Office Specialist (MOS) testing.

**JA Finance Park**

Following the GMetrix/CertiPort Microsoft Office Specialist (MOS) testing, the New Jersey Department of Education high school student graduation requirements for Personal Financial Literacy education will be addressed through the use of the Junior Achievement of New Jersey *JA Finance Park* student workbook. This will include the following sessions:

- Income
  - Lesson One – Plan Your Future
  - Lesson Two – Careers
  - Lesson Three – Taxes and My Income
    - Optional Extension Activities that may be utilized include:
      - Kuder Navigator Career Assessment
      - Career Choice Research
      - Being an Entrepreneur
      - Starting a Lawn Care Business
      - STEM Careers
• Social Security and Medicare
• Sales Tax Overview and Sales Receipt Analysis
• How to Complete a 1040-EZ Income Tax Form

• Saving, Investing, and Risk Management
  o Lesson One – Saving and Investing
  o Lesson Two – Managing Risk
    ▪ Optional Extension Activities that may be utilized include:
      • FAFSA 101
      • How Do I Read a Stock Quote?
      • Back to the Future: Teens and Retirement Saving
      • Compound Interest Calculator
      • Junior Achievement $ave, USA Online Lesson

• Debit and Credit
  o Lesson One – Banking Partners
  o Lesson Two and Three – Personal Spending and Savvy Shopping
  o Lesson Four – Managing Credit
    ▪ Optional Extension Activities that may be utilized include:
      • Checks and Checking Accounts
      • Installment Debt: One-Day-Only Sale! Skit
      • Rent or Home Ownership
      • Leasing vs Buying a Car
      • Identity Theft Overview

• Budget+
  o Lesson One – Think Before You Spend
  o Lesson Two and Three – What Is a Budget?
  o Lesson Four – Using a Budget
    ▪ Optional Extension Activities that may be utilized include:
      • Evaluating Sample Budgets
      • Personal Budget
      • Financial Aid Options

Miscellaneous
Depending on the flow of the learning process and the identification by the instructor of an opportunity for enhancements to the curriculum content, additional subject matter may be utilized throughout the year in an effort to further establish a foundation for the Level I students in the basics of business practices and skills.

Mid-Term Exam Assignment
The Level I Mid-Term Exam Assignment will be to:
• Read the book, Eat That Frog: 21 Great Ways to Stop Procrastinating and Get More Done in Less Time* by Brian Tracy
  *available for purchase either as an e-book or in paperback through amazon.com
  http://www.amazon.com/Eat-That-Frog-Great-Procrastinating/dp/1576754227/ref=sr_1_1?ie=UTF8&qid=1440942399&sr=1-1&keywords=eat+that+frog&pebp=1440942402076&perid=05V699ZV3WMKAZH9D388
After reading the book, consider how you currently do things and then select four of the twenty-one ways that are presented in the book that you can use to procrastinate less and get more done.

Write a 950-word essay presenting:

- In your introductory paragraph,
  - Your overall impression of the book
  - The four ways that you have chosen to procrastinate less and get more done
  - Example:
    - After reading the book, *Eat That Frog: 21 Great Ways to Stop Procrastinating and Get More Done in Less Time*, by Brian Tracy, my overall impression of the book is [insert your impression]. And, I considered which of the twenty-one things that Tracy offers I might implement into my daily activities. The result of this consideration was that I would [insert change number one], I would [insert change number two], and I would [insert change number three]. The key reasons why I chose these changes are [insert key reason one], [insert key reason two], and [insert key reason three].

- In the body paragraphs:
  - For each of the four ways that you select, explain how you currently procrastinate or do something, and how utilizing the way you’ve selected will decrease your time procrastinating and improve your ability to get things done.

- In your concluding paragraph:
  - Predict how utilizing the four selected ways (and, possibly, others) into your daily activities will benefit you now and in your future.

Along with a consideration on how well the essay conforms to proper MLA-style formatting (including the insertion of a Works Cited listing as a separate page following the last page of your essay), it will be reviewed and graded based on how well the elements of the ‘General Assignments Requirements Checklist’ and the ‘Grading Rubric’, presented in the Class Syllabus, were followed.

**Final Exam Assignment**

The Level I Final Exam Assignment will be to:

- Read the book, *Who Moved My Cheese?: An Amazing Way to Deal with Change in Your Work and in Your Lie* by Spencer Johnson
  *available for purchase either as an e-book or in paperback through amazon.com http://www.amazon.com/Who-Moved-My-Cheese-Amazing/dp/0399144463/ref=sr_1_1?s=books&ie=UTF8&qid=1440942281&sr=1-1&keywords=Who+moved+my+cheese*

- After reading the book, consider the story that was told and how it could be applied to your life – both your school and personal activities.
• Write a 950-word essay presenting:
  o In your introductory paragraph,
    ▪ Present a thesis statement based on the book and presenting the most important thing that you learned from reading the book.
    ▪ Present three to four key points that support why you choose what you did as the most important thing that you learned
    ▪ Example:
      • After reading the book, *Who Moved My Cheese?: An Amazing Way to Deal with Change in Your Work and in Your Life*, by Spencer Johnson, I took the time to examine how currently deal with things. This made me realize that if I were to choose one thing to change about the way that I do things, that one thing would be [insert the one change]. The key reasons why I have chosen this change is because it will [insert key point one], it will [insert key point two], and it will [insert key point three].
  o In the body paragraphs:
    ▪ For each of the key points that you list in your introductory paragraph, expand on the key point by presenting examples of how you do things now and how you could improve the way you do those things, or stop doing those things (if they are bad habits), in order to achieve a positive change in your habits.
  o In your concluding paragraph:
    ▪ Predict how making the stated improvements or eliminating the stated bad habits will benefit you now and in your future.

Along with a consideration on how well the essay conforms to proper MLA-style formatting (including the insertion of a Works Cited listing as a separate page following the last page of your essay), it will be reviewed and graded based on how well the elements of the ‘General Assignments Requirements Checklist’ and the ‘Grading Rubric’, presented in the Class Syllabus, were followed.