

Barnegat High School

Business for Today - Syllabus

****

****

| **Course Information** | **Teacher Information** |
| --- | --- |
| Business for Today | Name: Dr. Katherine Maxwell |
| Semester Course | Phone: (609) 698-5900 |
| Class Location: Room C201 | Email: KMaxwell@barnegatschools.com |

**Course Description:**

| This semester course will satisfy the NJ graduation requirement for “Financial, Economic, Business and Entrepreneurial Literacy.”  This course will begin with understanding the difference between a want and a need, describe how limited resources relate to wants and needs, identify business activities that are used for products and services, analyze factors that motivate businesses, and explain the relationship between businesses and consumers. Students will understand the basics of supply and demand, the role scarcity has in the economy, learn to create a product, make profits from their product, how to produce their product, and understand what a patent is and when it is required. Students will understand the difference between small business and large corporations, the pros and cons of each establishment. Students will be able to define investing and distinguish it from saving and trading, identify reasons for investing, including outpacing inflation, analyze how compounding builds wealth over time, and reflect on how investing contributes to wealth inequality. Students will be able to describe what stocks are, how you can earn profit from stocks, the risks of investing, summarize long-term trends in the stock market, analyze the performance of individual stocks over time, and consider how personal values may influence investment decisions. Students will be able to explain what a bond is, the pros and cons of investing in bonds, understand the various factors that can influence bond prices such as interest rates, identify the difference between an individual bond and a bond fund, and read a bond fund fact sheet. Students will be able to explain what risk is and its role in investing, and analyze effective strategies to manage investment risk. and identify which strategies you might use to manage risk when you start investing. Students will be able to explain the difference between active investing and passive investing, identify a variety of popular investment funds including mutual funds, index funds, exchange traded funds, and target date funds, and read a fund fact sheet for an index fund and target date fund. Students will be able to arrange companies to create a diversified mutual fund or index fund, evaluate how the composition of a mutual fund or index fund is associated with risk and reward, and analyze the composition of the S&P 500. Students will be able to discuss best practices on how to prepare for the psychological elements of investing, determine your investor profile based on time horizon and risk tolerance, discuss specific investing strategies, understand what a brokerage account is and how to open one, and demonstrate your understanding of investing strategies by creating a simulated portfolio. Students will be able to investigate how investing can be a powerful tool to meet your retirement goals, explaining why most Americans cannot rely on Social Security and pensions alone for retirement. explore factors that can impact how much you might need in retirement and your ability to meet your retirement savings goal. Students will be able to explain the advantages of a 401(k), analyze who has access to 401(k) accounts, compare different types of retirement accounts, including both Roth IRAs, traditional IRAs, a401(k)s, and pensions, and simulate signing up for a 401(k) or IRA account. Students will be able to discuss the function and growth of robo-advising, along with its relationship with human investment managers, explain the function, pros, and cons of micro-investing, identify best practices to use when evaluating a mobile investing app, understand the capital gains tax and how it applies to gains realized through modern investing tools, and compare modern investing tools. This course will end with an in-depth discussion on different types of insurances including auto, health, house and renter's insurance. Students will compare different types of insurances and different providers. Students will analyze the benefits, co-pays, and coverages offered from different plans. |
| --- |

**Course Competencies/ Learning Objectives**

Students who successfully complete Business for Today will be competent in the following areas:

| * Students will begin with understanding the difference between a want and a need, describe how limited resources relate to wants and needs, identify business activities that are used for products and services, analyze factors that motivate businesses, and explain the relationship between businesses and consumers. * Students will understand the basics of supply and demand, the role scarcity has in the economy, learn to create a product, make profits from their product, how to produce their product, and understand what a patent is and when it is required. * Students will understand the difference between small business and large corporations, the pros and cons of each establishment. * Students will be able to define investing and distinguish it from saving and trading, identify reasons for investing, including outpacing inflation, analyze how compounding builds wealth over time, and reflect on how investing contributes to wealth inequality. * Students will be able to describe what stocks are, how you can earn profit from stocks, the risks of investing, summarize long-term trends in the stock market, analyze the performance of individual stocks over time, and consider how personal values may influence investment decisions. * Students will be able to explain what a bond is, the pros and cons of investing in bonds, understand the various factors that can influence bond prices such as interest rates, identify the difference between an individual bond and a bond fund, and read a bond fund fact sheet. * Students will be able to explain what risk is and its role in investing, and analyze effective strategies to manage investment risk. and identify which strategies you might use to manage risk when you start investing. * Students will be able to explain the difference between active investing and passive investing, identify a variety of popular investment funds including mutual funds, index funds, exchange traded funds, and target date funds, and read a fund fact sheet for an index fund and target date fund. * Students will be able to arrange companies to create a diversified mutual fund or index fund, evaluate how the composition of a mutual fund or index fund is associated with risk and reward, and analyze the composition of the S&P 500. * Students will be able to discuss best practices on how to prepare for the psychological elements of investing, determine your investor profile based on time horizon and risk tolerance, discuss specific investing strategies, understand what a brokerage account is and how to open one, and demonstrate your understanding of investing strategies by creating a simulated portfolio. * Students will be able to investigate how investing can be a powerful tool to meet your retirement goals, explaining why most Americans cannot rely on Social Security and pensions alone for retirement. explore factors that can impact how much you might need in retirement and your ability to meet your retirement savings goal. * Students will be able to explain the advantages of a 401(k), analyze who has access to 401(k) accounts, compare different types of retirement accounts, including both Roth IRAs, traditional IRAs, a401(k)s, and pensions, and simulate signing up for a 401(k) or IRA account. * Students will be able to discuss the function and growth of robo-advising, along with its relationship with human investment managers, explain the function, pros, and cons of micro-investing, identify best practices to use when evaluating a mobile investing app, understand the capital gains tax and how it applies to gains realized through modern investing tools, and compare modern investing tools. * Students will end with an in-depth discussion on different types of insurances including auto, health, house and renter's insurance. Students will compare different types of insurances and different providers. Students will analyze the benefits, co-pays, and coverages offered from different plans. |
| --- |

**Course Texts / Online Resources**

Chesbrough, H. W., & ProQuest (Firm). (2011). Open services innovation: Rethinking your business to grow and compete in a new era. San Francisco, Calif: Jossey-Bass.

Glencoe McGraw Hill. (n.d.). *Glencoe Introduction to business*.

Hill, C. W. L. (2021). Global Business Today. Columbus: McGraw-Hill US Higher Ed USE.

Lee, R. H. (2019). Economics for healthcare managers.

London, T., Hart, S., Kacou, E., & O'Reilly for Higher Education (Firm). (2011). Business Strategies for the Bottom of the Pyramid (Collection).

Mladjenovic, P. J. (2020). Stock investing.

Moscati, I. (2019). Measuring utility: From the marginal revolution to behavioral economics

Rex, M. (2023). Wants vs. needs vs. robots.

Staniford, L. (2015). Wants versus needs.

Tyson, E. (2021). Investing.

Google Classroom ID = To be distributed in person or via email on the first day of class.

**Required Materials**

Every class period, students will be required to bring their school issued student computer to complete assignments and tasks.

**Attendance Policy**

Regular and prompt class attendance is an essential part of the educational experience. The Barnegat Township School District expects students to be responsible and exercise good judgment regarding attendance and absences. Students accept full responsibility for ensuring that they complete any/all work missed due to absences.

**Course Topic Outline**

Please find a list of the units for this course:

| **Content Area: Business** | |
| --- | --- |
| **Course Title: Business for Today** | **Grade Level: 9-12** |
| **Unit 1: Wants versus Needs** | 14 days |
| **Unit 2: Banking** | 16 days |
| **Unit 3: Investing** | 16 days |
| **Unit 4: - Tax Unit** | 16 days |
| **Unit 5: Behavioral Economics/Career Basics** | 16 days |
| **Unit 6: Insurance Unit** | 12 days |

**Student Grades**

The grading system for this course is based on the category weights listed in each department’s policy. For this course, those weights are listed below.

**Business/World Languages**

Each marking period, students will have a minimum of three (3) Major Assessments and seven (7) Minor Assessments). Course Participation is assessed twice (2x) per marking period using the district rubric.

**Marking Period Calculations**

| Major Assessments | 50% of marking period grade |
| --- | --- |
| Minor Assessments | 30% of marking period grade |
| Course Participation | 20% of marking period grade |

**Semester Course Calculations**

| Marking Period 1 | 40% |
| --- | --- |
| Marking Period 2 | 40% |
| Midterm/Final Exam | 20% |

Please note: the above areas are used as the basis for 80% of your grade for the course; the Midterm and Final exam will constitute the remaining 20% of your grade.

* Examples of Major Assessments include items that are summative in nature, such as: tests, projects, research papers, prose-constructed response timed writings, formal presentations, reports, Socratic seminars, or any other type of assessment used to capture evidence of learning at the culmination of a unit of study.
* Examples of Minor Assessments include items that are formative in nature, such as: quizzes, reading comprehension checks, response journals, exit tickets, small-scale research activities, reading logs, in class worksheets, or any other type of assessment that is diagnostic in nature and used to guide instruction and provide ongoing feedback to students.
* Note: grades for individual assignments are entered into Genesis for the marking period in which the assignment is collected, and not a subsequent marking period.
* Extra Credit will only be available for assignments that have been approved ahead of time by the teacher and department supervisor.
* In this course, it is expected that students will submit only their best work, and teachers reserve the right not to accept work that is substantially below what a student is capable of producing.
* **LATE WORK:** **Late work will not be accepted unless the student has an excused absence. At that time, the student is provided up to, but no more than, 5 days to make up the work.**
* *Please speak to your teacher about the opportunity for earned Second Chances on certain Major Assessments.*

**Course Participation Rubric**

|  | **Academic Social Skills** | **Readiness to Learn / Study Skills** | **Class**  **Discussions** | **Classwork** | **21st Century College and Career Readiness** |
| --- | --- | --- | --- | --- | --- |
|  | **20 points**   * Takes initiative in completing tasks in the online classroom. * Communicates needs to the teacher in an appropriate manner. * A role model for others in the online classroom. * Appropriately seeks support and/or assistance from the teacher. | **20 points**   * Produces notes and other materials that demonstrate effort and insight. * Is motivated and takes ownership of his/her learning. * Takes steps to better himself/herself through Google Meets, emailing, etc. | **20 points**   * Consistently completes the assigned discussion questions and rarely misses a question, if at all. * Responses consistently reflect high levels of care and pride in work. * Replies and interacts with peers in a meaningful manner. | **20 points**   * Consistently completes assigned tasks in a timely manner. * Actively participates in classroom activities on a daily basis. * Contributes to class discussions in a meaningful way (asking questions or adding to class discussion). | **20 points**  **Student consistently shows the following:**   * Responsible and contributes to our online community. * Clearly and appropriately communicates with the teacher via email. * Understands the consequences of actions. * Responsibly uses technology. |
|  | **15 Points**   * Completes tasks in the online classroom. * Sometimes communicates needs to the teacher. * Frequently on-task, but may need some redirection from the teacher. | **15 Points**   * Often produces notes and other materials that demonstrate effort, but may also require direction. * Is mostly motivated and takes ownership of his/her learning. * Often takes steps to better himself/herself through Google Meets, emailing, etc. | **15 Points**   * Frequently completes the assigned discussion questions, but may have missed a few. * Responses sometimes reflect high levels of care and pride in work, but not always. * Replies and interacts with peers. | **15 Points**   * Usually completes assigned classwork tasks. * Frequently participates in classroom activities but sometimes requires re-direction. * Usually contributes by responding, and/or asking questions. | **15 Points**  **Student frequently demonstrates the following**:   * Responsible and contributes to our online community. * Clearly and appropriately communicates with the teacher via email. * Understands the consequences of actions. * Responsibly uses technology. |
|  | **10 Points**   * Rarely completes tasks in the online classroom. * Does not communicate needs to the teacher. * Frequently needs redirection from the teacher. | **10 Points**   * Produces notes and other materials that lack effort to learn. * Unmotivated and does not take ownership of his/her learning. * Does not take appropriate steps to better himself/herself. | **10 Points**   * Rarely completes the assigned discussion questions. * Responses do not reflect care and pride in work. * Little to no replies and interactions with peers. | **10 Points**   * Rarely completes assigned tasks and does not produce his/her best work. * Usually does not participate in classroom activities and often requires teacher redirection * Usually does not contribute by responding and/or asking questions. | **10 Points**  **Student rarely demonstrates the following**:   * Responsible and contributes to our online community. * Clearly and appropriately communicates with the teacher via email. * Understands the consequences of actions. * Responsibly uses technology. |

**Plagiarism, Cheating, and Academic Integrity**

The Barnegat Township School District places a strong emphasis on students’ integrity, and the district will not tolerate instances of academic dishonesty. Plagiarism is the practice of copying words, sentences, images, or ideas for use in written or oral assessments without giving proper credit to the source. Cheating is defined as the giving or receiving of illegal help on anything that has been determined by the teacher to be an individual effort. Both are considered serious offenses and are subject to consequences described in the Student Handbook and Board Policy #5701.

**Honor Code**

The purpose of this Honor Code is to communicate the meaning and importance of academic integrity to all members of the school community and to articulate and support the interest of the community in maintaining the highest standards of conduct in student learning. Barnegat High School embodies a spirit of mutual trust and intellectual honesty that is central to the very nature of learning, and represents the highest possible expression of shared values among the members of the school community. The core values underlying and reflected in the Honor Code are:

**Academic honesty** is demonstrated by students when the ideas and the writing of others are properly cited; *students submit their own work for tests and assignments without unauthorized assistance; students do not provide unauthorized assistance to others; and students report their research or accomplishments accurately.*

**Respect** for others and the learning process to demonstrate academic honesty.

**Trust** in others to act with academic honesty as a positive community-building force in the school,

**Responsibility** is recognized by all to demonstrate their best effort to prepare and complete academic tasks.

**Fairness and equity** are demonstrated so that every student can experience an academic environment that is free from the injustices caused by any form of intellectual dishonesty.

**Integrity** of all members of the school community as demonstrated by a commitment to academic honesty and support of our quest for authentic learning.

This Honor Code summarizes the Honor Policy, which defines the expected standards of conduct in academic affairs. The student body and faculty at Barnegat High School will not tolerate any violation of the Honor Code.

Any violation of the Honor Code will result in Administrative Consequences and be detrimental to student grade.

**Student Expectations**

1. All school rules and policies apply to this class.
2. The teacher and students will work together for a respectful, safe classroom.
3. Students are expected to wear their masks in school.
4. Rules for Google Classroom etiquette.
5. Communication Policy.
6. Bring a chromebook to class CHARGED and with your charger.
7. Students will come to class on time, prepared, and ready to learn.
8. Students will complete all assignments, including homework, by all deadlines. Make-up work is only accepted after an excused absence. It is your responsibility to see me for your work before or after school.
9. Students will actively participate in class discussions and other activities in order to enhance their learning experiences.
10. Cell phones, iPods, or any other personal electronic devices are prohibited in class at any time.

**Extra Help and Support**

Occasionally, students will require additional help to master the content and skills in this course. If you need additional help, there are a variety of options for you, including:

* Office hours are available with Dr. Maxwell by appointment.
* Before/after school help sessions with your teacher
* Free online tutoring with Brainfuse (available from the Barnegat Library website)
* Bengal Bootcamp is also available for students looking to complete their work.

As your teacher, my goal is to work with you to achieve academic success. Please reach out if there is anything I can do for you! ;-)

****

I have read and understand the syllabus for BUSINESS FOR TODAY.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Signature Print Name

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian Signature Print Name