Course Syllabus

**Course Title:** National Academy Foundation I

**Course Number:** 74213

**Program Name:** Finance Academy

**Pre-requisites**

There are no pre-requisites for this course. However, it is advisable that the student’s career interest inventory indicates the field of Business / Finance as a choice.

**Required Materials**

Textbooks:

* *Intro to Business*.  Eggland, Dlabay, Burrow, Ristau, eds.  4th Ed.  Australia:  South-Western, 2003.
* *International Business*. Dlabay, Les and Scott, James Calvert. 4th Ed. Australia:  South-Western, 2010.

Additional items: Each student is required to bring a writing utensil and notebook paper EVERY day.

**Instructor Information**

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**Course Description**

This is the first course in a three-year sequence of the Business, Finance and Career Academy Program. National Academy Foundation (NAF) I is an introduction to business principles course, providing a broad overview of the economic world.  A primary function of this course is to integrate current and relevant workplace skills into learning basic economic ideologies.  A wide variety of strategies will be implemented to facilitate and maximize student learning.  PLEASE NOTE:  This is not a hands-off class; students will be required to work hard and participate.  True learning happens when students step out of their comfort zone. Six student performance outcomes will guide the studies in this course:

1. The student should be able to understand key concepts of economics as it pertains to business.
2. The student should be able to identify characteristics of the American economy and the factors that influence the success of businesses and products.
3. The student should be able to recognize the fundamentals of international trade, investment, and finance, including the role of international financial institutions such as the World Trade Organization, the International Monetary Fund, and the World Bank.
4. The student should be familiar with the cultural, economic, and political differences that affect business operations and decision making.
5. The student should be able to outline careers in business and finance in the United States and abroad.
6. The student should be able to recognize and make use of the Career and Technical Education’s Employability Assessment.

To help achieve the student performance outcomes, the following topics and activities will be explored:

* **W!SE Financial Literacy Certification** ([www.moneypower.org](http://www.moneypower.org)). National financial literacy exam recognized by the professional service industry and sponsored by The Allstate Foundation, JPMorgan Chase, Citi Foundation, New York Stock Exchange, GE Money, and Charles Schwab Foundation.

*Essential elements:  research, note-taking, study skills, financial literacy*

* **Career Research**([www.whatsnextillinois.org](http://www.whatsnextillinois.org), [www.chooseyourfuture.org](http://www.chooseyourfuture.org), [www.youthreadychicago.org](http://www.youthreadychicago.org)). Students will select and research five possible career choices based on their interests and skill sets.

*Essential elements:  research, self-awareness, goal-setting, writing*

* **Stock Market Game** ([www.smgww.org](http://www.smgww.org/)). Students, using $100,000 virtual cash, create an investment portfolio on a live-trade simulation.

*Essential elements:  research, market dynamics, money management*

* **CTE Employability Assessment**. In order to be eligible for internships, the students will develop competencies in the following areas: Fundamentals, Work Ethic/Character, Problem Solving, Interpersonal, and Computer.

*Essential elements: self-awareness, goal-setting, soft skills*

* **NAF I Class Portfolio.** An essential part of this course is the maintenance of a one-inch, three-ring binder that will be provided to each student and will contain **ALL** class work.  The materials within the portfolio will be evaluated every five weeks.  This assessment will be based on the completion, organization, and proper labeling of all assignments. Students must come to class prepared every day with textbook, pen, and notebook. Failure to attend class prepared will reflect negatively on grades.

*Essential elements: organization, note-taking, listening, following directions*

The culminating activities of this class will be:

A.) **International Economic Summit (IES).** Each student will act as an economic advisor to an assigned country. This project involves substantial research with a special emphasis on the infrastructure, healthcare, and educational systems of individual countries.  The culminating event of this activity is the Summit in which students trade, negotiate and compete over scarce resources to most effectively advance their country’s standard of living.

*Essential elements: research, writing, creativity, resource allocation, marketing, global economics, teamwork*

B.) **Business Professionals of America (BPA) Banking & Finance Competition**. Students will learn how to prepare and complete payroll and financial statements for a merchandising business organized as a corporation just as real accountants do. Students will compete against other Banking & Finance students on the local, state and national levels.*Essential elements: research, note-taking, study skills, financial literacy*

**Student Performance Assessment**

**Performance Outcome 1**. The students should be able to understand key concepts of economics as it pertains to business.

Performance Assessment: The students will complete a class portfolio containing all homework, notes, assessments, and projects. The portfolios will be collected every 5 weeks to be evaluated. Using a Finance Academy portfolio performance rubric, the students must score at least 75%.

**Performance Outcome 2**. The students should be able to identify characteristics of the American economy and the factors that influence the success of business and products.

Performance Assessment: Students will take the online, industry recognized W!SE Financial Literacy Exam. The students must earn their financial literacy certificate by getting at least a 65% on the exam.

**Performance Outcome 3**. The students should be able to recognize the fundamentals of international trade, investment, and finance, including the role of international financial institutions such as the World Trade Organization, the International Monetary Fund, and the World Bank.

Performance Assessment: Students will participate in the International Economic Summit (IES) project. The project must be completed with a score of at least 75% using a Finance Academy adopted rubric.

**Performance Outcome 4**. The students should be familiar with the cultural, economic, and political differences that affect business operations and decision making.

Performance Assessment: Students will participate in the International Economic Summit (IES) project. The project must be completed with a score of at least 75% using a Finance Academy adopted rubric.

**Performance Outcome 5**. The students should be able to outline careers in business and finance in the United States and abroad.

Performance Assessment: The students will complete a career research project using [www.whatsnextillinois.org](http://www.whatsnextillinois.org). The project must be completed with a score of at least 75% using a Finance Academy adopted rubric and completion of [www.whatsnextillinois.org](http://www.whatsnextillinois.org) task list. End project is a written paper outlining their top five career choices.

**Performance Outcome 6**. The students should be able to recognize and make use of the Career and Technical Education’s Employability Assessment Guide.

Performance Assessment: Students will be expected to know the soft skills that are necessary for success in the workplace based on the CTE Employability Assessment. Students will earn a “yes” rating on each behavior in the Fundamental Category and at least a ”2 = Meets Standard/Expectation” on each item in the Work Ethic/Character, Problem Solving, Interpersonal and Computer Categories, to be scored at the end of the 1st and 3rd quarters of CTE program years.

**Course Grading System**

Grades are based on a point system. Students are advised regarding how many points an assignment is worth. Students are evaluated using the following criteria:

* Student Performance Assessments
* Class Portfolio
* Projects (research papers, group work, individual presentations)
* Exams and quizzes
* Notebooks (class notes and journal entries)
* Homework (based on completeness, quality and timeliness)
* Class participation (includes being prepared for class, attendance, respect for classmates, group participation)

**Grade Point Values**

A = 90% - 100% D = 60% - 69%

B = 80% - 89% F = 59% or less

C = 70% - 79%

**Attendance**

Class attendance is extremely important. Good daily attendance, as well as being on time for class, will positively impact grades. The reverse will be true if a student misses class or comes late.

Students who are absent are expected to make up the work assigned during that class period or tests that were given. It is the student’s responsibility to see the teacher about make-up opportunities**.**

If a student cuts class or has poor attendance, parents/guardians will be contacted. If a student has an unexcused absence, make-up opportunities for the work assigned for that day will be subject to the school’s attendance policy regarding cuts and make-up work.

**Honesty Policy**

The traits of a successful CPS Business, Finance and Careers student are personal integrity and academic honesty. Academic dishonesty is a serious offense, which includes but is not limited to the following:

* Cheating
* Respecting property of others (classmates, teacher, and shop/lab)

Cheating involves copying another student's written work, quiz, test, or exam, or the use of technology devices to exchange or submit information as related to course related material (class work, homework, quizzes, tests, projects, co-op work, etc.). Such practices and activities will not be tolerated and students associated with the like can have any certifications and / or licenses revoked as well as grade adjustments. Failure to comply with classroom policy and procedure will also result in disciplinary action as outlined in the Chicago Public Schools Code of Conduct.

**Illinois Learning Standards**

Goal 15: Understand economic systems, with an emphasis on the United States.

Standard A. Understand how different economic systems operate in the exchange, production, distribution and consumption of goods and services.

Standard B. Understand that scarcity necessitates choices by consumers.

Standard C. Understand that scarcity necessitates choices by producers.

Standard D. Understand trade as an exchange of goods or services.

Standard E. Understand the impact of government policies and decisions on production and consumption in the economy.

**Additional Standards**

**NETS – National Educational Technology Standards 1-6**: 1. Creativity/Innovation, 2.Communication/Collaboration, 3.Research/Data Fluency, 4. Critical Thinking/Problem Solving/Decision Making, 5. Digital Citizenship, and 6. Technology Operations.

**SCANS Foundation Skills**: Basic, Thinking and Personal Qualities.

**Workplace Skills A-H:** Developing an Employment Plan, Applying for a Job, Communicating on the Job, Economics of Work, Maintaining Professionalism, Adapting with Change, and Problem Solving.

**Course Calendar**

| Week | Topic or Competency | Items Due |
| --- | --- | --- |
| 1 | Introduction to Business Economics. Identify general business economics terms with which to build a taxonomy. First Class orientation and training. CTE Employability Assessment defined. | Quiz #1 on class syllabus, terms to be completed and sent via First Class student email system. |
| 2 | Stock market opening using Stock Market Game (www.smgww.org) | Quiz #2 on stock market concepts, markets and indices. |
| 3 | Micro vs. Macro economics, Resume Writing 101 | Quiz #3, Resumé rough draft due |
| 4 | Principles of Business Economics | Portfolio Evaluation #1 |
| 5-6 | Explain scarcity, benefit-cost analysis, trade-offs, Adam Smith, supply-and-demand curves | Quiz #4, Resumé final draft due |
| 7 | Ownership and structure in Business Economics, Entrepreneurship | Quiz #5 |
| 8-9 | Forms of business ownership | Company Research Paper  Portfolio Evaluation #2 |
| 10 | Review for Midterm | CTE Employability Assessment #1  Midterm/ Midterm Evaluation |
| 11 | Business Economics and Competition  - importance of price | Quiz #6 |
| 12 | Demand-driven and supply-driven causes of price change | Quiz #7 |
| 13-14 | Business response to different market conditions. Compare and contrast the impact of different market forms on the success of a product or service. | Quiz #8  Portfolio Evaluation #3 |
| 15-17 | Career Development in Business Economics/ Introduction to www.whatsnextillinois.org  Explore www.chooseyourfuture.org | Career Research (Domestic) Project (whatsnextillinois.org guide-ways /milestones) list and top 5 careers paper |
| 18 | Business Economics Systems: command, free-market, mixed-market.  Characteristics of the United States economy | Quiz #9 |
| 19 | Concept of money, purchasing power, exchange rates, comparative advantage | Quiz #10  Portfolio Evaluation #4 |
| 20 | Review for W!SE Financial Literacy Exam/Final, practice tests at moneypower.org, Business Professionals of America Banking & Finance practice tests | W!SE Certification Exam / Final  Business Professionals of America Testing |
| 21 | Introduction to Global Economics. Identify global business terms. International Economic Summit (IES) countries assigned. | Quiz #11  IES Fact Sheet due on assigned country. |
| 22 | Describe how globalization creates linkages between nations and businesses. |  |
| 23 | Evaluate the drawbacks of globalization, how it creates opportunities and challenges. Summarize the sources of encouragement and suppression of globalization. | Quiz #12 |
| 24 | Impact of national difference on the global economy. Define culture and its elements. | Portfolio Evaluation #5  Quiz #13 IES Country Report on Cultural Events / History |
| 25-26 | Describe risks inherent in cross-cultural business transactions | Quiz #14, IES Country Map due |
| 27-28 | Trade and Investment in the Global Economy, Why do countries trade? | IES Country Report on Economic System & Factors of Production |
| 29 | International Trade Organizations ( World Bank, IMF, WTO, UN) | CTE Employability Assessment #1, Portfolio Evaluation #6, Quiz #15,  IES Country Report on Trade Partners due |
| 30 | Review for Second Semester Midterm | 2nd Semester Midterm due |
| 31 | Foreign Direct Investment (FDI) defined, cost-benefit analysis of FDI | Quiz #16 IES Country Report on Education |
| 32 | Finance in a Global Economy | Quiz #17 |
| 33-34 | Marketplace Competition in a Global Economy | Portfolio Evaluation #7, Quiz #18  IES Country Report on Infrastructure |
| 35 | Pros and cons of competing globally | Quiz #19 IES Country Report on Health Care |
| 36 | Exporting advantages and challenges | Quiz #20 IES Country Report on Exports |
| 37 | Career Development in a Global Economy.  Explore chooseyourfuture.org | Career Research (International) Project Due at end of week #37 (whatsnextillinois.org task list and top 5 International careers paper)  Completed application to www.youthreadychicago.org |
| 38 | International Economic Summit final prep | Culminating Project: International Economic Summit held. All final documents due. |
| 39-40 | Review for Final Exam | Portfolio Evaluation #8, Final Exam |