**ourse Title:** National Academy Foundation II

**Course Number:** 74223

**Program Name:** Finance Academy

**Pre-requisites**

NAF I

**Required Materials**

* Text: Dlabay, Les R., and James L. Burrows, *Business Finance*. Mason, OH:  Thomson-South-Western, 2008.
* Farese, Kimbrell, and Woloszyk, *Marketing Essentials*. Glencoe/McGraw-Hill, 2010.
* Friedman, Thomas, *The World is Flat: A Brief History of the Twenty-First Century.* New York, NY: Picador, 2007.
* Levitt, Stephen and Stephen Dubner, *Freakonomics*. New York, NY: Harper, 2009

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

**Instructor Information**

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**Course Description**

National Academy Foundation II (NAFII) is the second course in a three-year sequence of the Business, Finance and Career Academy Program. NAF II is a course presenting a survey of the principles and practices of banking, credit, and insurance in the United States.  A primary function of this course is to integrate current and relevant workplace skills into learning basic banking/insurance ideologies.  A wide variety of strategies will be implemented to facilitate and maximize student learning.  WARNING:  This class is not a spectator sport; be a player, not a participant. Seven student performance outcomes will guide the studies in this course:

1. The student should be able to understand key concepts of Applied Finance with special focus on business applications.
2. The student should be able to develop a business plan incorporating marketing strategies, risk assessment, code of ethics, and future outlook.
3. The student should be able to explain the fundamentals of entrepreneurship and the necessary skill sets required to be a successful entrepreneur.
4. The student should be able to assess the conditions of the local economy.
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 prepare effectively for interviews with emphasis on workplace skills and teamwork.
7. The student should be able to recognize and make use of the Career and Technical Education’s Employability Assessment Guide.

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

* **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 II Class Portfolio,** an essential part of this course is the maintenance of a one-inch, three-ring binder 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.) **Business Plan** Each student group will prepare a formal business plan to include the following items: Executive Summary, Competitive Advantage, Market Analysis, Organizational Plan, Funding Plan, Business Risk Assessment, Growth Plan, Code of Ethics, Start-up Capital Requirements. Each group will also make a 5-8 minute PowerPoint presentation describing the business model and each part of the business plan. Evidence, examples, graphs, and tables must be implemented to back up the research and claims as to why the business will be successful.

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

B.) The **Business Professionals of America (BPA) Financial Analysis 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*

C.)**Portage Park Beige Book***.* Students will produce a publication of the local economic conditions in the following sectors: services, real estate, retail sales, employment, vehicles, restaurants, and banks. This publication is patterned after the Federal Reserve Bank’s Beige Book which summarizes and evaluates the economic conditions of the United States.

*Essential elements*: *teamwork, data collection, initiative, research, economics, organization, communication*

D.) **Northwestern University’s Interview Skills Program.** Students will participate and engage in an a interview program that involves pre- and post-interviews by Human Resource professionals along with 6-8 skill development seminars.

*Essential elements*: *communication, organization, appropriate dress attire*

**Student Performance Assessment**

**Performance Outcome 1**. The students should be able to understand key concepts of Applied Finance with special focus on business applications.

*Performance Assessment*: The students will complete a class portfolio containing all homework, notes, assessment 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 develop a business plan incorporating marketing strategies, risk assessment, code of ethics, and future outlook.

*Performance Assessment*: Students will prepare, in a group, a formal business plan and presentation obtaining at least a 75% on the scoring rubric for both.

**Performance Outcome 3***.*  The students should be able to explain the fundamentals of entrepreneurship and the necessary skill-sets required to be a successful entrepreneur

*Performance Assessment*: The students must earn a 75% on the semester final.

**Performance Outcome 4**. The students should be able to assess the conditions of the local economy.

*Performance Assessment*: Students will participate in the Portage Park Beige Book 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 the milestones and guideways for junior students 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.whatnextillinois.org](http://www.whatnextillinois.org) task list. End project is a written paper outlining their college and career plan.

**Performance Outcome 6**. The students should be able to prepare effectively for interviews with emphasis on workplace skills and teamwork.

*Performance Assessment*: The students will engage in Northwestern University’s Interview Skills program.

**Performance Outcome 7**. 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

6. Technology Operations

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

**Workplace Skills A-H:** Developing an employment plan; Applying, Communicating on the Job; Economics of Work; Maintaining Professionalism; Adapting with Change; Problem Solving.

**Course Calendar**

| Week | Topic or Competency | Items Due |
| --- | --- | --- |
| 1 | Introduction to Applied Finance. 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 | The business cycle, concept of capital and how to raise it, forms of business ownership, importance of cash flow | Quiz #2 |
| 3 | Profit and Risk in Applied Finance, profit revenue and costs, typical risks, risk management | Quiz #3 |
| 4 | Introduction to Entrepreneurship, personal qualities for business success | Portfolio Evaluation #1 |
| 5 | Market research and segmentation | Quiz #4 |
| 6 | Organizational and legal business structure | Business Plan/Final Presentation Checkpoint #1 |
| 7 | Applied Financial Analysis Strategies, how businesses keep track of their financial results, approaches to risk mitigation | Quiz #5 |
| 8 | Sources for business funding, capital and financial markets in applied finance | Portfolio Evaluation #2 |
| 9 | Globalization and taxes in applied finance | Business Plan/ Final Presentation Checkpoint #2 |
| 10-11 | Preparing an Effective Business Plan | CTE Employability Assessment #1  Midterm/ Midterm Evaluation |
| 12 -13 | Role of Marketing | Quiz #6 Portfolio Evaluation #3, Marketing Plan Due |
| 14-15 | Managing Business Risk | Quiz #7 Risk Assessment Plan Due |
| 16 | Ethics for Entrepreneurs | Quiz #8 Code of Ethics Due  Business Plan/ Final Presentation Checkpoint #3 |
| 17 | Planning for the Future | Quiz #9 Strategy for Growth/Exiting the Business Due |
| 18 | Learning from Entrepreneurs | Entrepreneurship paper |
| 19-20 | 1st Semester Culminating Project Presentation | Quiz #10 Project Presentations Due  Portfolio Evaluation #4  Business Professionals of America Testing Financial Analysis Team |
| 21-22 | Introduction to Financial Services, types of financial service companies, varieties of financial services offered | Quiz #11 |
| 23 | Role of Banking in Financial Services, characteristics of money, history of banking in the United States | Quiz #12 |
| 24 | Role of the Federal Reserve Bank (what it does and how it works) and its services offered by banks | Portfolio Evaluation #5  Quiz #13 |
| 25-26 | Introduction to Interview Skills | Pre- and Post-Interview sessions |
| 27-28 | Financial Analysis Strategies In Financial Services | Quiz #14 |
| 29 | The Role of Employees, Taxes and Ethics In Financial Services | CTE Employability Assessment #1, Portfolio Evaluation #6, Quiz #15 |
| 30 | Review for 2nd Semester Midterm | 2nd Semester Midterm |
| 31-32 | Pre-Interview, Interview sessions 1-8, Post-Interview | Quiz #16,17 |
| 33 | The World is Flat | Portfolio Evaluation #7, Quiz #18 |
| 34 | Career Development In Financial Services | Student completes 11th grade career guide ways and milestones on www.whatsnextillinois.org |
| 35 | Introduction to Insurance | Quiz #19 |
| 36 | Personal Insurance | Quiz #20 |
| 37 | Commercial Insurance | Completed application to www.youthreadychicago.org |
| 38 | Insurance Industry Today, Career /Development in the insurance industry | Culminating Project: Portage Park Beige Book |
| 39-40 | Review for Final Exam | Portfolio Evaluation #8, Final Exam |