**Welcome to the Manchester High 2016-2017 School year. I am excited and proud to start off such a great year with your child. My goal as an educator is to Educate, Inspire, and Learn together as a team.**



 **Business Education Syllabus for:**

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| **Ms. Sandy D. Hussie****Room E110** | **Introduction to Business** **Legal Environment of Business****Entrepreneurship****Work Base Learning** |  **Conferences: 4:00-4:30 p.m.****Please schedule with front office.** |
| **Sandra.Hussie@mcssga.org** **Office: (706) 846-8445** | **2016-2017** | **Mondays Only** |

**Introduction to Business Course Description and Goals**

Introduction to Business & Technology is the foundational course for Business and Technology, Entrepreneurship, and Human Resources Management pathways. The course is designed for high school students as a gateway to the career pathways below, and provides an overview of business and technology skills required for today's business environment. Knowledge of business principles, the impact of financial decisions, and technology proficiencies demanded by business combine to establish the elements of this course. Emphasis is placed on developing proficient fundamental computer skills required for all career pathways. Students will learn essentials for working in a business environment, managing a business, and owning a business.

 **Students completing this course will:** Demonstrate their knowledge of current curricula, curricular issues, and trends related to business education. Demonstrate their knowledge of national business education standards and curriculums. Show their awareness of professional organizations in business and computer fields. Describe the impact of emerging issues and trends in computer and business education. Read about, review, and discuss state and national sources of funding for business education and the grant proposal and approval process. Evaluate textbooks and compile free and inexpensive resource materials. Apply their knowledge of diverse populations of students including disadvantaged and handicapped students, multicultural students, and males and females when creating learning activities. List and describe their work experiences in business. Create learning activities that utilize their work experience.

 **Course Standards:**

 **BMA-IBT-1** Demonstrate employability skills required by business and industry

**BMA-IBT-2** Apply technology as a tool to increase productivity to create, edits, and publishes industry appropriate documents

**BMA-IBT-3** Master word processing software to create, edits, and publishes professional-appearing business documents

**BMA-IBT-4** Analyze and integrate leadership skills and management functions within the business environment

**BMA-IBT-5** Demonstrate understanding of the concept of marketing and its importance to business ownership

**BMA-IBT-6** Use professional oral, written, and digital communication skills to create, express, and interpret information and ideas

**BMA-IBT-7** Demonstrate an understanding of entrepreneurship through recognizing a business opportunity, how to start a business based on the recognized opportunity, and basics of how to operate and maintain that business

**BMA-IBT-8** Understand, interprets, and uses accounting principles to make financial decisions

**BMA-IBT-9** Develop effective money management strategies and understand the role and functions of financial institutions

**BMA-IBT-10** Research and interpret the various risks involved in operating a business while determining the role of insurance for a business

**BMA-IBT-11** Examine basic human resources and the legal aspects of a business while incorporating the methods into business practices.

**BMA-IBT-12** Explore how related student organizations are integral parts of career and technology education courses through leadership development, school and community service projects, entrepreneurship development, and competitive events

**Legal Environment of Business Course Description and Goals**

Legal Environment of Business addresses statutes and regulations affecting businesses, families, and individuals**.**

**Students completing this course:**

Will benefit with the knowledge of business law as they will eventually assume roles as citizens, workers, and consumers in their communities and in society at large. Students will get an overview of business law while concentrating on the legal aspects of business ownership and management. Legal issues addressed include court procedures, contracts, torts, consumer law, employment law, environmental law, international law, ethics, and the role of the government in business. Students will not only understand the concepts, but will also apply their knowledge to situations and defend their actions, decisions, and choices.

**Course Standards:**

**BMA-LEB-1-** Demonstrate employability skills required by business and industry

**BMA-LEB-2** -Compare and contrast the relationship between ethics and law for a business.

**BMA-LEB-3** -Explain and illustrate through simulation the process by which a legal dispute is resolved for a business and personal issue

**BMA-LEB-4-** Investigate major crimes affecting business and the impact on a business

**BMA-LEB-5-** Evaluate the use of tort law in a business setting

**BMA-LEB-6-** Demonstrate an understanding of contractual relationships

**BMA-LEB-7-** Categorize, evaluate, and assess specific statutory/regulatory schemes impact on a business

**BMA-LEB-8-** Illustrate and defend the challenges of applying existing law to e-commerce

**BMA-LEB-9-** Research and summarize the influence of diverse cultures and customs on business practices while detailing awareness in business operations

**BMA-LEB-10-**Explore how related student organizations are integral parts of career and technology education courses through leadership development, school and community service projects, entrepreneurship development, and competitive events

**Entrepreneurship Course Description and Goals:**

Entrepreneurship focuses on recognizing a business opportunity, starting a business, operating and maintaining a business. Students will be exposed to the development of critical thinking, problem solving, and innovation in this course as they will either be the business owner or individuals working in a competitive job market in the future. Integration of accounting, finance, marketing, and business management, legal and economic environments will be developed throughout projects in this course. Working to develop a business plan that includes structuring the organization, financing the organization, and managing information, operations, marketing, and human resources will be a focus in the course. Engaging students in the creation and management of a business and the challenges of being a small business owner will be fulfilled in this course

**Students completing this course will use:**

Various forms of technologies will be used to expose students to resources and application of business principles for starting, operating and maintaining a business. Professional communication skills and practices, problem-solving, ethical and legal issues, and the impact of effective presentation skills are enhanced in this course to prepare students to be college and career ready. Employability skills are integrated into activities, tasks, and projects throughout the course standards to demonstrate the skills required by business and industry.

**Course Standards:**

**BMA-ENT-1-** Demonstrate employability skills required by business and industry

**BMA-ENT-2-** Relate concepts and processes associated with entrepreneurial success and the personal traits and behaviors associated with successful entrepreneurial performance

**BMA-ENT-3-** Use and model concepts, strategies, and systems needed to interact and present effectively to others

**BMA-ENT-4-** Apply fundamental business concepts that affect business decision making

**BMA-ENT-5** -Explain and detail legal form of business ownership and the impact of government’s role on business

**BMA-ENT-6-** Understand and apply the basic economic principles and concepts fundamental to entrepreneurship

**BMA-ENT-7** -Develop a marketing plan to identify, reach, and retain customers in a specific target market

**BMA-ENT-8-** Analyze financial issues relating to successful business ownership

**BMA-ENT-9-** Manage and operate a business (or simulate the management and operation) through daily tasks and activities of a small business

**BMA-ENT-10-** Research, develops, and present a business plan.

**BMA-ENT-11-** Understand the concepts, systems, and strategies needed to acquire, motivate, develop, and terminate employees.

**BMA-ENT-12**- Explore how related student organizations are integral parts of career and technology education courses through leadership development, school and community service projects, entrepreneurship development, and competitive events

**Work Base Learning**: Many Georgia business leaders say one of their biggest challenges is a trained, reliable, and consistent workforce. While this is not a problem that is specific to Georgia or the United States, Governor Deal announced the High Demand Career Initiative (HDCI) in his 2014 State of the State address to proactively identify solutions to address this challenge. “Employers that currently use [Work-Based Learning] find these programs valuable in identifying, assessing, and training future employees. Employers also emphasized the importance of on-the-job (OJT) training in their employee development process. [Work-Based Learning] programs help employers fill positions that require a number of years of specialized experience in addition to the relevant training or educational background required.

**Standard 1:** A wide array of Career Related Education (CRE) activities are integrated into all CTAE classes to support work-based learning placements and help students become college and career ready.

**Standard 2:** Age-appropriate Career Awareness activities in the Career Technical and Agricultural Education class are designed to make students aware of career choices and promote college and career readiness.

**Standard 3:** Age appropriate Career Exploration Activities in the Career Technical and Agricultural Education classes are conducted with individuals or small groups of students to explore career options.

**Standard 4:** Instructional Related activities in The Career Technical and Agricultural Education class promote an understanding of the business and work environment and help students develop employability skills.

**Standard 5:** CTAE personnel are actively involved in the planning, coordinating, and implementing of connecting activities between the school and the business community.

**Standard 6:** Work-based learning placements are appropriate and accurately identified as Employability Skill Development (ESD), Cooperative Education (Co-op), Internship, or Youth Apprenticeship (YAP).

**Standard 7:** The local school system supports equitable Work-Based Learning opportunities by providing a school-wide WBL Coordinator, adequate resources, and a manageable workload.

**Standard 8:** Teachers/coordinators who supervise students on job placements are trained to provide quality programs at the local level.

**Standard 9:** An active advisory committee assists with the design, development, implementation, administration, and evaluation of the program.

**Standard 10:** A plan exists and is implemented to teach employability skills prior to the WBL placement.

**Standard 11:** Students involved in Work-Based Learning have a comprehensive individual graduation plan on file that integrates academic and college and career ready pathway courses

**Standard 12:** Community resources are analyzed and partnerships are formed to create Work-Based Learning placement options

**Standard 13:** Clearly defined admission policies and procedures for identifying and enrolling students into the Work-Based Learning Program are established and implemented. A comprehensive orientation is provided to the Work-Based Learning students and parents/guardians prior to enrollment

**Standard 14:** Work-based learning sites that provide occupational growth opportunities consistent with students' occupational interests and learning objectives are selected and mentors at the site are trained by the Work-Based Learning Coordinator. Integrated instruction is provided to the work-based learning student at the work site.

**Standard 15:** Work-Based Learning sites for students are in compliance with federal and state labor laws and local policies

**Standard 16:** The Work-Based Learning coordinator has individual Educational Training Agreement with all required signatures on file for each WBL student

**Standard 17:** Each student has an educational training plan that specifies a planned sequence of learning experiences and work tasks correlated with the student's career pathway.

**Standard 18**: Each Work-Based Learning student is evaluated on a regular basis by the work site supervisor/mentor to assess progress toward goals established in the student's Educational Training Plan

**Standard 19:** Work-Based Learning students are enrolled in State approved courses, and complete and accurate records and documentation for enrollment, assessment and awarding of credit are kept on file for each Work-Based Learning student.

**Standard 20:** Work-Based Learning personnel are available for supervision of students during periods that students are placed on Work-Based Learning sites and make regular supervisory visits

**Standard 21:** Work-Based Learning Coordinators participate in the Transition and Career Partnership (TCP) and assist students with post-secondary opportunities

**Standard 22:** A public relations and marketing plan is integrated into the goals and objectives of the Work-Based Learning program and is reactive to the changing needs of the students and the business/industry community

**Standard 23:** A plan has been established and implemented to provide Work-Based Learning opportunities for At-Risk students and students with disabilities.

**Standard 24:** A comprehensive evaluation of the program is conducted annually including follow-up of students and employers to determine the success of the WBL program and compliance with State standards

**Expectations for Academic Success Additional Requirements/ Resources**

1) Complete daily classwork assignments

2) Participate in discussions, answer and ask questions

3) Participate constructively as a team member

4) Problem solve and accepts challenges

5) Challenge yourself to continuously improve

**Business Attire:** Every Wednesday Students are required to wear business attire for extra credit.

Female: Khaki pants, blouse, and dress shoes(heels no higher than 1 inch), skirt of pants suit (should not be tight)

Male: Khaki pants, polo style or oxford shirt

* **Required Supplies ( Please make sure students comes to school prepared)**
	+ USB Flash Drive
	+ 2 Boxes of Pencils (#2) /Pens(Black, Red, and Blue)
	+ Index Cards( 5 packs)
	+ 1 inch 3 Ring Binder
* **Accounts needed:**
* Google
* Edmodo
* Reminder
* **INSTRUCTIONAL METHODS:** Methods of instruction include lecture, discussion, teaching presentations.

* + Research/Essays-Narrative/Descriptive/Argument
	+ Homework for reflection/recap
	+ Timed assignments-Writing/Bell Ringers/In of class recap
	+ Group Assignments-Projects, team building, cooperative learning, group presentations
	+ Computer Assignments- Research, Practice Test, Practice essays
	+ Quizzes
	+ Test
	+ Portfolios- synthesize and tie essays and projects for reflection purposes
* **Classroom Rules and also please read student handbook**
1. Follow the school and district rules
2. Come to class prepared with materials and with a positive attitude
3. No personal grooming, food, drinks, gum or electronics in class
4. Pay attention, please do not talk when teacher is talking
5. Use computer lab appropriately
6. Most importantly: Respect the teacher, The Classroom, and Each Other

**Attendance Policy**

It is very important to attend school. Please make sure you follow the district attendance policy in order to earn credit for the course.

**Tardy Policy**

You must be in class before the bell rings. There will be consequences enforced for anyone that is tardy. NO one is allowed to enter class late without a pass.

**Assignment/Make up Policy**

Check missing make up work bin in the classroom. Whenever your child is absent, please remind them to pick up missing assignments. If assignments are 2 days late, student will get full grade, more than 2 days late, student will receive 70% of grade.

**Club: FBLA**

**FUTURE BUSINESS LEADERS OF AMERICA (FBLA)** :

FBLA is a co-curricular student organization that plays an integral part in the components of the Business & Technology course standards. FBLA activities are incorporated throughout this course and the rest of the Business courses. Students are strongly urged to join FBLA to benefit from the wealth of opportunities the organization has to offer.

Club Membership: $40.00

**I have read and understand the Syllabus for the Business Education Curriculum.**

**Parent Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**Student**

**Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**