

# SOUTH FORSYTH HIGH SCHOOL COURSE SYLLABUS 2019-2020

**Course Title:** Intro to Business & Technology (IBT) **Email:** cyonk@forsyth.k12.ga.us

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**Room:** 156/158

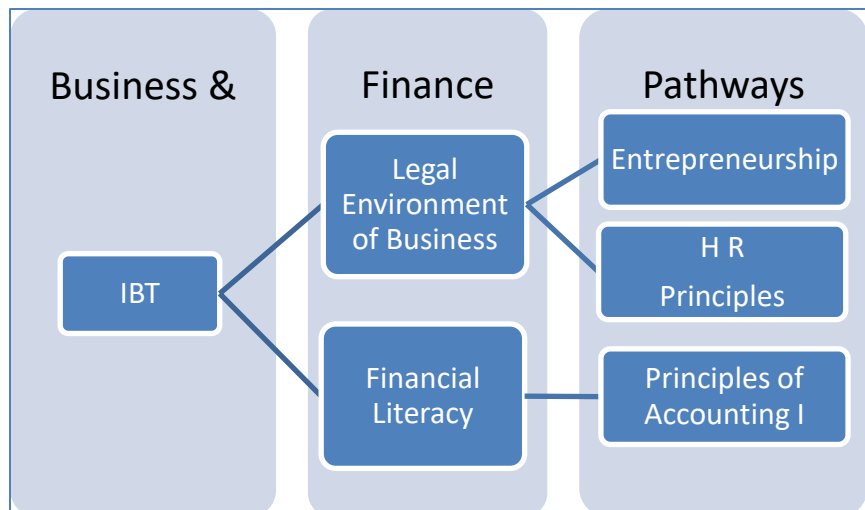
### Course Description:

Introduction to Business & Technology is the foundation course for the Entrepreneurship, Business Accounting, and Human Resource Management Pathways. The course is designed for students as an overview of business and technology skills required for today's business environment. Knowledge of business principles, the impact of financial decisions, and technology proficiency combine to establish the elements of this course. Students will learn skills for working in a business environment, managing a business, owning a business, and managing personal finances. The intention of this course is to prepare students to be successful both personally and professionally in an information-based society. Students will apply knowledge to situations and defend their actions and decisions through the knowledge and practice of skills acquired.

Employability (soft) skills are integrated into daily activities and projects throughout the course to practice the skills required by business and industry. Professional communication skills and practices, problem-solving, ethical and legal decision making, and effective presentation skills are utilized to prepare students for college and careers. IBT is appropriate for ALL high school students. Upon mastery of the standards in this course, students should register for higher level business courses. IBT also satisfies the prerequisite for IB Business Management SL.

**Industry Credentialing/End of Pathway Assessments:** Students are encouraged to select a career pathway that is connected to college and career goals. At the conclusion of the third pathway course, students will be required to take an industry end of pathway assessment (EoPA). Students who complete a pathway and pass the EoPA could be eligible for graduation honors.

- The EoPA for the Entrepreneurship Pathway is NOCTI General Management Assessment (Test Code: 1203 Version: 01)
- The EoPA for Business Accounting Pathway is Accounting-Basic, Test Code: 4000/Version: 01



### Career Opportunities

Students may transfer skills and interests developed in this course to careers in accounting, marketing, small business ownership, personal financial management, and business management or planning.

**Dress for Success:** Career and Technical Education pathways in Forsyth County incorporate Dress for Success Days throughout the school year. These experiences allow students to foster confidence and continue to develop a positive self-image, while understanding the importance of dressing well for their future profession. At certain intervals throughout the course, students will analyze the industry standard of the profession and study the importance of dressing well for a job interview. This will culminate into being fully prepared for Community Mock Interviews which occur as students complete a career pathway.



The key to Georgia's economic future is a prepared workforce. Therefore, one of the fundamental goals of the Georgia Department of Labor's (DOL) Workforce Solutions Team is to produce an emerging workforce that is prepared to face the challenges of a global marketplace. Employee responsibility is often the missing link in the working arena. While most students are graduating from high school and preparing for the future with the appropriate academic credentials, many still lack the soft skills and work ethic to succeed in today's workforce. A survey of large, medium, and small businesses shows that employers are having difficulty hiring people who possess adequate basic skills, thinking skills, working competencies, work attitudes, and work habits. To address this gap and to give Georgia students an advantage moving into the workforce, the DOL created **GeorgiaBEST** which you will participate in this year through your CTAE course. The training, modeled after the business world where employees are assessed by their employers on performance, teaches ten areas of ethics and soft skills. This type of evaluation in a classroom setting allows for leadership development, critical and creative thinking, decision making, problem solving, teamwork, and work-based learning. Guest speakers from the business community, mock job interviews, and résumé tips round out a complete soft skills and ethics training you will participate in this year. You will receive an **GeorgiaBest** designation based on observed behaviors and accomplishments.

#### **Honor Code Statement:**

The following statement is to be written on all summative assignments and assessments ***"This work is completely my own, and is neither the work of someone else, nor an unacknowledged, outside source. I will not share my work, or the contents of any assessment, with others."***

#### **Future Business Leaders of America (FBLA)**

All students in Business & Computer Science Pathway courses are *strongly encouraged* to join FBLA which is the career and technical student organization (CTSO) associated with our classes. FBLA is the oldest and largest student business organization in the US boasting over 230,000 student members. Georgia FBLA has the largest membership in the US at 23,000+. FBLA tools and activities will be utilized during class because it is a co-curricular organization and supported in the GPS standards. Some of these activities will be graded assignments, even if the student is not a member of FBLA. Membership benefits include scholarships, leadership conferences, networking, community service, resume building (BAA) and competitive events opportunities. FBLA is open to all students on campus.

#### **Learning Resources/Textbook(s):**

*Principles of Business 8<sup>th</sup> Edition*, Dlabay, Burrow, & Kleindl, 2012.

Everfi.com

Knowledge Matters.com

GMetrix for Microsoft certification and various other Internet resources

**Availability for Extra Help:** Available before school (7:45) and after school (4:00) most days or by appointment. Notify in advance to ensure availability or to receive an IF pass.

**Missed Work:** All missed work and assessments are the responsibility of the student. A student who is absent on the class day before a scheduled assessment will be responsible for completing it in the scheduled class period. Students who have been absent more than two consecutive days (including the assessment day) will be given five

(5) school days to make up the assessment and/or other assignments. This does not include projects, research papers, etc., where the deadline has been posted in advance.

Late or missing *formative* assignments will be counted as zeros (0) until turned in for grading. Late deductions will be taken for 10%-30%. Failure to make up all missing work prior to the unit summative grade will result in the grade remaining zero.

### **Semester Grade Calculations:**

Course Average = 50% (1<sup>st</sup> Sem. Course Work) + 50% (2<sup>nd</sup> Sem. Course Work).

1<sup>st</sup> and 2<sup>nd</sup> Semester Course Work = 75% Summative = 25% Formative

Depending on the length of each unit, there will be 4-8 formative grades, 1-2 summative grades (test/project), and a weekly Work Ethic grade (see p. 5).

### **Grading Policy:**

A = 100-90

B = 89– 80

C = 79–70

Failing = Below 70

### **Work Ethic Agreement:**

CTAE teachers are charged with preparing students to face the demands and expectations of the work place and higher education. Each day, students should approach the classroom ready to learn and consider themselves *in training* for future careers. Proper behavior and etiquette are a part of this training. Therefore, students earn a weekly Work Ethics grade which is a reflection of their willingness to cooperate and participate in a productive learning environment and adhere to the behavior expectations in the classroom. See page 4 of this document, read, sign, and return to teacher.

### **Attendance Policy:**

Refer to school resources for the attendance policy for all FCSS students. It will be enforced.

### **Unit Summaries:**

#### **Effective Communication Skills**

The purpose of this unit is to explore the ways that oral, digital, and written communication is used in business and how each is used effectively and when each type is most appropriate.

#### **Leadership & Management**

The purpose of this unit is for students to understand the importance of being an effective leader/manager in a business setting. Students will explore what managers do, their responsibilities, and why their role is essential to the success of a business.

#### **Introduction to Technology**

The purpose of this unit is to increase student awareness of technology, to understand the responsibilities of users, and to encourage efficient use of technological applications in business settings.

#### **Word Processing Applications**

The purpose of this unit is to expose students to the *proper* uses of MSWord features and how many of the features are used in business.

#### **Money Management**

The purpose of this unit is to understand the elements of financial planning for both personal and business use, explore banking options, and understand the importance of financial planning.

#### **Accounting 101**

The purpose of this unit is to explore the financial components of a business by learning the basic accounting principles and how major transactions are categorized.

#### **Managing Risk**

The purpose of this unit is to explore the risks involved with business ownership and ways such risks can be minimized (insurance, security, etc.)

### **Introduction to the World of Marketing**

The purpose of this unit is to expose students to marketing and its basic principles as an essential component to business. Students should explore ways to market their business efficiently and according to the resources available.

### **Introduction to Human Resources**

The purpose of this unit is to understand the employment process for businesses and the legalities of business owner responsibilities.

### **Entrepreneurship & Business Ownership**

The purpose of this unit is for students to understand the basic principles of business ownership and how they can be applied to any type of business ventures.

**Print Student Name:** \_\_\_\_\_  
(Return this signed page only)

## Work Ethic Agreement for IBT Classroom

Students will receive a weekly work-ethic grade based upon participation and behavior during class. Please review the following work-ethic infractions list to review the points deducted for each item. The teacher enforces these rules of conduct in preparation for the work place and high education where superiors will expect these baseline behaviors and responsibilities.

<b>Infraction</b>	<b>Point deduction for each observance</b>
Unprepared for class (no supplies)	5
Inefficient use of class time (repeatedly off task)	10
Use of electronic devices without permission	10
Failure to dispose trash/food or writing on desk	5
Uncooperative attitude with peers	10
Disrespect/Insubordination toward teacher	15
Tardiness (repeated) per instance (unexcused)	10
Mistreatment of school property/computers	10
Out of Seat and/or Disrupting others	10
Failure to return materials to storage	5
Throwing ANY item in the classroom	5
Wearing hat in the classroom	5

**Total** \_\_\_\_\_/100

*I have read the Work-Ethic agreement and reviewed them with my child. We are aware that regularly a Work-Ethic grade will be given following the guidelines set forth.*

**Parent/Guardian Signature:** \_\_\_\_\_

**Student Signature:** \_\_\_\_\_

**Date:** \_\_\_\_/\_\_\_\_/2019