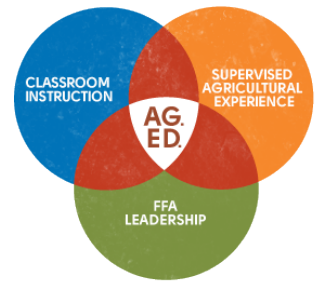




# Business Management for Agricultural and Environmental Systems

## Class Syllabus



**Teacher:** Mrs. Gina R. Neff

**Room:** 329 (in the middle school)

**Prep/Conference:** 1<sup>st</sup> period

**Office Hours:** Before/after school, lunch, prep

**Contact Information:** gneff@northfork.k12.oh.us

: School number: 740-892-2855

: Cell phone number: 740-272-7721 (NO calls or texts after 9pm weekdays)

<https://www.facebook.com/UticaFFA>

<http://www.instagram.com> Username: UticaFFA or gneff85

<http://www.utica.theaet.com>

<http://www.northfork.k12.oh.us>- High School, Staff, Gina Neff :

### Course Description:

*Full year – 1 1/4 total credits Grade 9-11 – Fee (FFA \$18)*

Students will examine elements of business, identify organizational structures and apply management skills while developing business plans, financial reports and strategic goals for new ventures or existing businesses. Learners will use marketing concepts to evaluate the marketing environment and develop a marketing plan with marketing channels, product approaches, promotion and pricing strategies. Throughout the course, students will apply concepts of ethics and professionalism while implications of business regulations will be identified. When joining the class students will also become members of the National, State, and local FFA chapter. Students are required to have a Supervised Agricultural Experience.

### Course Organization

This is a student driven course. Students will experience independent learning through a variety of activities, projects, and problems. There will be minimal lecture time during class. Students will rely on using their iPads for research based activities and lab work. There will also be outside of class learning opportunities through FFA (student organization) and SAE (Supervised Agricultural Experience).

### Course Objectives

1. Ag, food, & natural resources systems produce the food, fiber, & fuel that are essential to daily life as well as contribute to the nation's economic wealth.
2. Individuals who pursue a program of study in Ag education will benefit from leadership development, personal growth, & career exploration.
3. Ag is a science that contributes to the development, improvement, & sustainability of living things.
4. Ag education establishes a relevant setting for the application of mathematical practices & principles.
5. Effective interpersonal communication skills facilitate group processes & aid in solving complex problems & the achievement of common goals.
6. Reading & writing interpretation skills are necessary for educational & professional development.
7. Safety is an attitude of personal responsibility that must be practiced in the Ag classroom, laboratory, shop, greenhouse, & facilities.
8. Inquiry activities are important in the practice of scientific processes & in the world of research.
9. The use of technology & computer applications is critical to modern Ag practices.

10. Consideration of the ethical, environmental, social, & economic impacts of Ag practices is essential to be a responsible, involved citizen.

### Course Topics

#### **Unit 1 The Start-Up**

##### Lesson 1.1 Starting a Business

1. Products and services are developed to meet consumer wants and needs.
2. Farms and ranches are businesses and must be managed in an organized, intentional manner.
3. Ag businesses provide many services and supplies from planning to production to retail.
4. Entrepreneurs research trends to anticipate the interests of consumers.
5. Starting an entrepreneurial enterprise requires a business plan.

#### **Unit 2 Managing Finances**

##### Lesson 2.1 The Cost of Doing Business

1. Enterprises incur expenses, such as inputs and noncurrent asset purchases, to generate income for a business.
2. Interest paid on loan principal is a business expense.
3. The decrease in asset value due to depreciation is a business expense.
4. Businesses measure profitability in two ways: net income and return on assets (ROA).
5. An entrepreneur's time is valuable.
6. The breakeven point of an enterprise occurs when the expenses match the income.
7. Business managers use graphs and calculators developed in spreadsheet software to make management decisions.

##### Lesson 2.2 Measuring Success

1. A balance sheet shows the financial position of a business at a point in time.
2. Business managers measure the health of an enterprise by analyzing the balance sheet.
3. An income statement summarizes income and expenses over a specific period of time to calculate net income.
4. Business managers determine economic advisability of an enterprise by using enterprise budgets.
5. Financial documents aid decision-makers in planning and managing a business.

#### **Unit 3 Managing Risk**

##### Lesson 3.1 Taking Risk Seriously

1. Agricultural businesses face risk in operations.
2. Competition influences the supply and demand for similar goods and services.
3. Projected cash flow statements are used to anticipate seasonal fluctuations in income.
4. Businesses utilize strategies, such as diversification, insurance, borrowing money, and value-added products, to mitigate risk.
5. Lenders review financial statements to determine the viability of a business when reviewing a loan application.

##### Lesson 3.2 Risk and Opportunity

1. Time invested in starting a business reduces potential income from outside employment.
2. Entrepreneurs determine if the opportunity costs of starting and owning a business outweigh the risks.
3. Entrepreneurs compare opportunities by calculating returns to investments such as labor, management, assets, and equity.
4. Opportunity costs are associated with risk.
5. Labor and management inputs in a business have opportunity costs.

## Unit 4 Planning

### Lesson 4.1 Finalizing the Plan

1. Entrepreneurs use résumés to communicate their experience and skills when planning a business.
2. A business plan includes information an investor, banker, or other stakeholder would need to promote, endorse, or support a new business.
3. Entrepreneurs promote their business plan to gain support.

#### Text and Required Supplies

1. iPad
2. Paper/pen and pencil
3. Binder
4. Course Fee payment (\$20-part of school fees) and FFA Dues payment (\$18-cash or check, given to Mrs. Neff)

#### Grading Policy

Students will be graded on the class and laboratory grade, SAEs and FFA. . No grades will be weighted and will follow the high school grading scale.

90-100 =A

80-89 =B

70-79 =C

60-69 =D

0-59 =F

Please keep in mind that grades are EARNED by you and are not given.

**Late work:** If work is not turned in by the due date, students will lose 10% each day it is not turned in. If a student habitually does not turn work in or work is late, they will receive an after school intervention program or receive a lunch detention.

**Make Up work (professional absence, 4 nonprofessional days per 9 weeks or field trips):** For each day that you are absent, you will have 1 day to complete the work. On your 5<sup>th</sup> non-professional day in a 9 weeks, you will receive a 0.

**Remember you CHOSE to take my class, so do the work when assigned.**

### **Classroom & Laboratory Grade**

This will include any quizzes, tests, activities, problems, projects, notebook checks, labs, peer grades, reports, etc.

### **Supervised Agricultural Experience Program (SAEs)**

One project is required as part of the SAE program each year. These projects can include home improvement projects, job placement, ownership projects, exploratory projects or agriscience research. Each nine weeks a grade will be given based on SAE records. In this course, students will have an agriscience research and one exploratory SAE.

More information about SAE's and how to develop them will be given during class. This will be worth 50 points each 9 weeks.

### **Leadership Involvement – FFA**

FFA is a vital part of the agricultural education program. For you to earn your FFA grade, you must participate in 1 activity during the nine weeks.

FFA Activities can be found in the classroom calendar or the AET Calendar. Refer to the FFA handbook for more information. This will be worth 50 points each 9 weeks.

### **FFA Expectations**

There are many opportunities for students to be involved during the year in FFA. Students should have no problem participating in 1 activity per 9 weeks. Think of the FFA like a buffet- your enrollment in the agricultural education classes is the plate, it is up to you to fill your plate. Go to the buffet as many times as possible and fill your plate as high as possible. Members who chose to participate in more than the minimum will be recognized with a 1-2-3-4 or 5 Star Rating.

### **FFA Fundraising**

In order to fully operate, the FFA must raise money through fundraisers scheduled throughout the year. The main fundraiser that is being planned is: the traditional citrus sale in late fall. We will assist with FFA Alumni Fundraisers. Other sales will be added if necessary. Money raised through these fundraisers supports attendance at activities and events throughout the year.

### **FFA membership**

You must pay FFA dues (\$18 for the school year). Dues should be paid no later than 9/30/2018. If dues are not paid, this limits your involvement in FFA activities and events. Projects may be withheld as well. Any money earned through projects or fundraisers will be withheld

### **Parent Member Banquet (MANDATORY)**

Will be held April 18<sup>th</sup>, 2019 . All students must be dressed appropriately (no jeans, dress up for an interview) & if available, wear official dress. You may purchase the FFA official jacket through the school. This is a MANDATORY event. *All students will be recognized.*

### Class Rules:

Students are to follow all rules and policies set by Utica High School and the Northfork School District. In addition to those rules, the following rules apply to my class.

#### **LEARNING TO DO**

Students are expected to participate in class activities, projects, and problems.

#### **DOING TO LEARN**

Students are required to be prepared for all class activities. Have your notebook, iPad, pencil/pen ready for the day!

#### **EARNING TO LIVE**

Everything is earned- this includes grades, privileges, and respect.

#### **LIVING TO SERVE**

Students are expected to respect their fellow classmates, classroom supplies and display characteristics of a leader.

CELL PHONE POLICY: Cells phone are not to be used during the class. Students have access to a school issued iPad, which will be utilized. Students cell phones will be stored.

If the class rules/school rules are broken, the following consequences will be given. These are in no particular order, the consequence will depend upon the action of the student.

1. Call Home
2. Sent to the hallway
3. Conference between teacher and student
4. Sent to the office
5. Lunch Detention

Lesson	Title	Days
<b>Unit 1 The Start-Up</b>		
Lesson 1.1	Starting a Business	10
<b>Unit 2 Managing Finances</b>		
Lesson 2.1	The Cost of Doing Business	11
Lesson 2.2	Measuring Success	11
<b>Unit 3 Managing Risk</b>		
Lesson 3.1	Taking Risk Seriously	17
Lesson 3.2	Risk and Opportunity	8
<b>Unit 4 Planning</b>		
Lesson 4.1	Finalizing the Plan	13