

SOUTH FORSYTH HIGH SCHOOL COURSE SYLLABUS

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

Teacher Name: Carla Yonk

Phone: (770)781-2264 x 100156

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.

Standards:

Course standards may be found at www.georgiastandards.org

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 goal of this unit is to recognize Entrepreneurial spirit and understand the basics of new business development.

Required Assignments:

Formative and summative assignments and project (i.e. tests, presentations, simulations, certifications, programs) appropriate to course and aligned with standards.

Availability for Extra Help: Available by appointment.

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 opportunity 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 “Missing” (0) until turned in for grading. Failure to make up formative assignments prior to the unit summative grade will result in the grade remaining “Missing” (0).

Semester Grade Calculations:

Course Average = 50% (1st Sem. Course Work) + 50% (2nd Sem. Course Work).

1st and 2nd 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 below.

Grading Policy:

A = 100-90

B = 89– 80

C = 79–70

Failing = Below 70

Formative Assessments include, but are not limited to homework, class work, practice tests, rough drafts, and sections of projects/ research papers/presentations.

Summative Assessments include, but are not limited to unit tests, final projects, final essays, final research papers, and final presentations.



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.”**

Learning Resources/Textbook(s): All learning resources, both print and digital, are meant to support and enhance the student learning experience of this class. Below are the names of the textbooks and websites that will be used in this course. Some of the web-based resources require parent permission per federal regulations. Federal laws that guide parent permission requirements are as follows:

- **Children’s Internet Protection Act (CIPA):** The school is required by CIPA to have technology measures and policies in place that protect students from harmful materials including those that are obscene and pornographic. Any harmful content contained within inappropriate sites will be blocked.
<http://fcc.gov/cgb/consumerfacts/cipa.html>
- **Children’s Online Privacy Protection Act (COPPA):** COPPA applies to commercial companies and limits their ability to collect personal information from children under 13years of age. No personal student information is

collected for commercial purposes. <https://www.ftc.gov/tips-advice/business-center/guidance/complying-coppa-frequently-asked-questions-0>

- **Family Educational Rights and Privacy Act (FERPA):** FERPA protects the privacy of student education records and gives parents the right to review records. Under FERPA, schools may disclose directory information in certain circumstances <http://www2.ed.gov/policy/gen/guid/fpco/ferpa>

Learning Resources/Textbook(s):

Principles of Business 8th Edition, Dlabay, Burrow, & Kleindl, 2012

Name of Resource*	Hard copy /Website	Privacy Policy
Virtual Job Shadow	Website	https://www.virtualjobshadow.com/resources/policy/
EVERFI Digital Lessons	Website	https://everfi.com/privacy-policy/
TestOut Online Training	Website	https://www.testout.com/company/privacy
Certiport/Pearson Microsoft Resources	Website	https://home.pearsonvue.com/privacy
Adobe Certified Associate (ACA)	Website	https://home.pearsonvue.com/privacy
Adobe Creative Cloud	Website	https://www.adobe.com/
YouScience	Website	https://www.youscience.com/privacy-policy/
GMETRIX	Website	https://www.gmetrix.net/Login.aspx?ReturnUrl=%2F
Knowledge Matters	Website	https://vb.knowledgematters.com/
SBA.gov	Website	https://www.sba.gov/
FBLA-PBL	Website	https://www.fbla-pbl.org/
O-Net Online	Website	https://www.onetonline.org/
Quia	Website	https://www.quia.com/
Competition University	Website	https://www.competitionuniversity.com/login/index.php
NGPF (Next Generation Personal Finance)	Website	https://www.ngpf.org/

** The above resources are county approved. These resources may vary by school due to sequencing, pacing, curriculum design, and/or individual needs of students.*

Name of Resources**	Website	Privacy Policy
NOCTI EOPA Preparation Materials	https://www.nocti.org/index.cfm	https://www.nocti.org/pdf/Privacy_Notice.pdf
NCH Express Accounts	https://www.nchsoftware.com/accounting/index.html	https://www.nch.com.au/general/privacy.html
Talk Hiring Job Interview Practice	https://www.talkhiring.com/	https://www.talkhiring.com/privacy-policy

*** The above resources are web-based resources that require parent permission. By signing the syllabus, the parent is approving these resources. Should you have any questions regarding any of these classroom resources, please contact your student's teacher via email.*

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.

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.

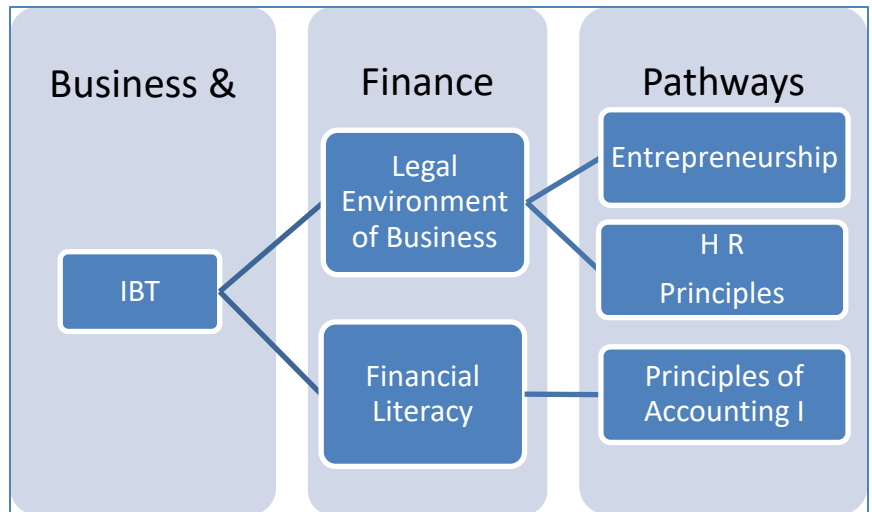
Work Ethic Agreement:

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.

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 200,000 student members.

Georgia FBLA has the largest membership in the US at 14,000+. 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.



Attendance Policy:

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

Work Ethic Agreement for Classroom

Students will receive a weekly work-ethic grade based upon participation and behavior during class as expected by Standard 1 below. Deductions will be noted and formative impacted by the infractions below.

BMA-1 - Demonstrate employability skills required by business and industry.

1.1 Communicate effectively through writing, speaking, listening, reading, and interpersonal abilities.

1.2 Demonstrate creativity with multiple approaches to ask challenging questions resulting in innovative procedures, methods, and products.

1.3 Exhibit critical thinking and problem-solving skills to locate, analyze, and apply information in career planning and employment situations.

1.4 Model work readiness traits required for success in the workplace including integrity, honesty, accountability, punctuality, time management, and respect for diversity.

1.5 Apply the appropriate skill sets to be productive in a changing, technological, and diverse workplace to be able to work independently, interpret data, and apply team-work skills.

1.6 Present a professional image through appearance, behavior, and language.

Infraction	Point deduction for each observance
Unprepared for class (no supplies)	5
Inefficient use of class time	10
Use of electronic devices distracting from assignment completion	10
Failure to dispose trash/food or writing on desk	5
Uncooperative attitude with peers	10
Disrespect of peers/Insubordination toward teacher	10
Tardiness (unexcused)	10
Mistreatment of school property/computers	10
Disrupting others	10
Off-task, lack of participation in lesson	5
Throwing/tossing ANY item in the classroom	5
Late/missing work for the week	10

Total

_____/100