



Syllabus: Practices & Policies

2021-2022		Franklin High School	
Section 1: Course Overview			
<i>Course Title</i>	Introduction to Business & Marketing 1-2		
<i>Instructor Info</i>	Name: Tim Biamont	Contact Info: tbiamont@pps.net	
<i>Grade Level(s)</i>	10 - 12		
<i>Room # for class</i>	Room: M-117		
<i>Credit</i>	Type of credit: elective and optional PCC dual credit	# of credits per semester: .5	
<i>Prerequisites (if applicable)</i>	None. Computer Applications is 'recommended'		
<i>General Course Description</i>	This is a survey course in the field of business including topics such as management, finance, accounting, marketing, global business, small business and entrepreneurialism, investing and other areas of general business interest.		
Section 2: Welcome Statement & Course Connections			
<i>Personal Welcome</i>	<p style="text-align: center;"><i>I'm very excited that you've decided to join me in our introductory study of business.</i></p> <p style="text-align: center;"><i>This class is designed to give you an overview of all things business and provide many of you with an opportunity to earn college credit at the same time!</i></p>		



Course Highlights
(topics, themes, areas
of study)

Course Content and Schedule:

Week:	Unit Content (subject to change):
Week 1-3	Unit 1 (The Dynamics of Business and Economics) Discussion/Lecture, Case Study Analysis, Business Current Event # 1, Shark Tank Analysis #1 and Unit 1 Quiz
Week 4-6	Unit 2 (Business Ethics and Social Responsibility) Discussion/Lecture, Case Study Analysis, Shark Tank Analysis #2, Business Current Event # 2 and Unit 2 Quiz
Week 7-9	Unit 3 (Business in a Borderless World) Discussion/Lecture, Shark Tank Analysis #3, Investment Simulation Project, Multinational Company Study, Business Current Event #3 and Unit 3 Quiz
Week 10-12	Unit 4 (Forms of Business Ownership) Discussion/Lecture, Shark Tank Analysis #4, Case Study Analysis, Business Current Event # 4 and Unit 4 Quiz
Week 13-16	Unit 5 (Small Business and Entrepreneurship) Discussion/Lecture, Shark Tank Analysis #5, Case Study Analysis, Business Current Event # 5 and Unit 5 Quiz
Week 17-19	Unit 6 (The Nature of Management and HR) Discussion/Lecture, Shark Tank Analysis #6, Case Study Analysis, Business Current Event #6 and Unit 6 Quiz
Week 20-22	Unit 7 (Accounting, Money and the Financial System) Discussion/Lecture, Investment Simulation Project , Shark Tank Analysis #7 and Unit 7 Quiz




	Week 23-26	Unit 8 (Financial Management and Securities Markets) Discussion/Lecture, Shark Tank Analysis #8, Investment Simulation Wrap-up and Unit 8 Quiz
	Week 27-36	Unit 9 (Customer-Driven Marketing) Discussion/Lecture, Shark Tank Analysis #9, Marketing Strategy Project and Unit 9 Quiz, Final Exam (Business Management TSA)

<i>Course Connections to PPS Reimagined Vision</i>	<p>Students in the FHS Business Management & Administration program of study are asked to think critically, dive deep into the content, effectively communicate and grow as individuals.</p> <p><i>Our Program of Study Mission Statement:</i> To foster future business leaders for our community - empowering students with business and financial literacy, igniting the entrepreneurial spirit and fostering a philanthropic heart.</p>
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Section 3: Student Learning

<i>Prioritized Standards</i>	<p>The following standards will be explored in the course:</p> <p><u>Prioritized National/State Standards:</u></p> <p>Upon successful completion of BA 101, the student will be able to:</p> <ul style="list-style-type: none"> ● Demonstrate an understanding of the forces that shape the business and economic structure of the United States of America. ● Demonstrate an understanding of the major functions of business including Management, Accounting/Finance, Marketing, Investments, and Information Technology. ● Explain why business ethics is an integral part of every business organization. <p>Course Competencies and Skills:</p> <ol style="list-style-type: none"> 1. Identify and describe the economics of business including how macroeconomic issues affect business. 2. Understand the business environment and how our multicultural society has implications for business.
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	<ol style="list-style-type: none"> 3. Describe the global business environment. 4. Analyze and apply social responsibility and business ethics in the workplace. 5. Detail the forms of business organization and differentiate between sole proprietorships, partnerships and corporations. 6. Understand entrepreneurship, small business and franchising. 7. Apply understanding of management in the business world. 8. Identify and apply marketing strategy. 9. Understand the finance and accounting area of business, describing the impact of computers on the decision framework. 10. Demonstrate an understanding of the securities markets and ability to read stock market quotations.
<p><u>PPS Graduate Portrait Connections</u></p>  <p>8/27 Work</p>	<p>I will help students grow their knowledge and skills in the following aspects of PPS's Graduate Portrait:</p> <ul style="list-style-type: none"> ● Preparing students to live and work in a global environment, through various multicultural learning opportunities and studies of the global business world. ● Helping students become critical thinkers and master core knowledge with a focus on developing a solid financial literacy skill set. ● Helping students develop effective communication skills through group work and presentations opportunities. ● Help students strive to be optimistic future-oriented graduates. ● Help students become inclusive and collaborative problem solvers and transformative racial equity leaders in their communities.
<p><i>Differentiation/ accessibility strategies and supports:</i></p>	<p>The differentiation strategies used in this course are based on the evidence (data) received through multiple forms of pre, ongoing, and formative assessments. Differentiation strategies in place to meet the needs of ALL learners (including TAG, ESL, Special Ed...)</p>



	<ul style="list-style-type: none"> ● Posting Clearly defined objectives and 'Big Ideas' for the day ● Emphasizing Key Terms ● Providing clear expectations of tasks ● Utilizing various scaffolding techniques ● Self-paced projects and software (when used) ● Visual electronic aids ● Printout of instructions in native language when needed ● Interpreters (if needed) ● Hands-on learning (kinesthetic) ● Visual electronic aids (ZOOM meetings, screen sharing, email) ● Tutoring (one on one help) ● Supplies for equipment usage ● Technology such as electronic hand-held response systems, electronic journals, communication and on-line grading to provide additional support for struggling students and provide enrichment for our gifted population. <p>Franklin High School plans to identify and adopt CTE curriculum that addresses the needs of our special populations.</p>
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<p><i>Personalized Learning Graduation Requirements (as applicable in this course):</i></p>	<p>Students will complete Career Related Learning requirements during their time in class as needed.</p>
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8/27 Work Section 4: Cultivating Culturally Sustaining Communities

<p>Tier 1 SEL Strategies</p>	<p>Behavioral Expectations: At Franklin High School, in addition to following all school rules, we expect staff and students to: Strive to be...</p>
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*Shared
Agreements*



- T**houghtful--We put time and effort into our work
- R**espectful--We respect the diverse learning needs of our peers
- O**rganized--We are present and on time to class
- N**eighborly--We greet others and interact positively

I will facilitate the creation of our Shared Agreements that respects and celebrates each student's race, ability, language, and gender in the following way(s):

"A consensus on what every person in our group needs from each other and commits to each other in order to feel safe, supported, open, productive and trusting... SO THAT we can serve our students (or clients) well, do our best work, and achieve our common vision."

- We will utilize a Canvas Discussion opportunity for students to describe an agreement that they feel is important for the class to share.
- Students will have an opportunity to discuss the shared agreements and voice their opinions about the agreements.

I will display our Agreements in the following locations:

- Course Syllabus
- Canvas Home Page
- Classroom Walls

My plan for ongoing feedback through year on their effectiveness is:

- Student surveys
- Restorative justice circles
- Grades/assignment completion data


*Student's
Perspective &
Needs*



I will cultivate culturally sustaining relationships with students by:


- Get to know students throughout the year
- Examine personal biases
- Elevate students' languages and cultures
- Adapt policies, practices, and pedagogy
- Family and community involvement
- Respect their cultures
- Be mindful of intent vs impact



	<p>Families can communicate what they know of their student's needs with me in the following ways:</p> <p>Email is the best method of communication on an ongoing basis - tbiamont@pps.net</p> <p>Other methods include:</p> <ul style="list-style-type: none"> ● Phone - 503.916.5140 ext. 84115 ● Canvas ● Back to School Night ● Conferences
<p><i>Empowering Students</i></p> 	<p>I will celebrate student successes in the following ways:</p> <ul style="list-style-type: none"> ● Praise/positive feedback ● Displaying student work online or in the classroom ● Positive phone calls to families/guardians ● Class 'parties' and celebrations ● Program completion ceremonies (both Business Management & Administration program and the CommuniCare Program) <ul style="list-style-type: none"> ○ Honor cord distribution at graduation <p>I will solicit student feedback on my pedagogy, policies and practices by:</p> <ul style="list-style-type: none"> ● Regular check-ins with students/class ● Student surveys ● Written input ● Formative assessments ● Student voice ● Exit tickets <p>When class agreements aren't maintained (i.e. behavior) by a student I will approach it in the following ways:</p> <ul style="list-style-type: none"> ● Non-shaming and avoidance of power struggles... "Let Go of the Rope." ● Authentic connection/compassion. Connection redirects more effectively. ● Remind them of expectations and or rules



	<ul style="list-style-type: none"> ● Talk to misbehaved student outside the classroom or after class. <ul style="list-style-type: none"> ○ I typically will pull a student outside and talk to them one on one about how they are being disruptive, disrespectful, etc. ● Attempt to help the student understand their effect and role as an individual to the whole. ● Engage the SST and other teachers to see if the behavior is happening in other classes as well, and if so, discuss ways to successfully correct the behavior with the team.
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<p><i>Showcasing Student Assets</i></p> 	<p>I will provided opportunities for students to choose to share and showcase their work by:</p> <ul style="list-style-type: none"> ● Creating opportunities for students to share their work: <ul style="list-style-type: none"> ○ Posted on Canvas ○ Posted in the Classroom ○ Classroom Presentations and Sharing ● Invite student voice in our daily SEL check-ins and student engagement activities
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Section 5: Classroom Specific Procedures

<i>Safety issues and requirements (if applicable):</i>	<p>Due to Covid:</p> <ul style="list-style-type: none"> ● Wear a mask at all times ● Maintain at least 3 feet of distance between peers and teachers (when possible) ● Practice good hygiene/handwashing
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<i>Coming & Going from class</i>	<p>I understand the importance of students taking care of their needs. Please use the following guidelines when coming and going from class:</p> <ul style="list-style-type: none"> ● One student out of class at a time with a pass ● Return in a timely manner when leaving class with the pass ● Work to maintain safe social distancing as much as possible in the hallways
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<i>Submitting Work</i>	<p>I will collect work from students in the following way:</p> <ul style="list-style-type: none"> ● Students will submit assignments, take quizzes and participate in many class activities via the Canvas learning management system.
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	<p>If a student misses a deadline, I will partner with the student in the following ways so they have the ability to demonstrate their abilities:</p> <ul style="list-style-type: none"> ● Late work will be accepted and graded - Depending on the situation the late work would be eligible to receive full credit or reduced credit. When needed, I'll meet with the student to create an individualized plan to demonstrate ability.
<p><i>Returning Your Work</i></p>	<p>My plan to return student work is the following:</p> <p><i>Timeline:</i></p> <ul style="list-style-type: none"> ● All submitted work will be returned in a timely manner <ul style="list-style-type: none"> ○ All unit work will be returned prior to any summative unit assessment ○ Project will be assessed and returned as soon as possible <p><i>What to look for on your returned work:</i></p> <ul style="list-style-type: none"> ● Returned work will have points assigned to them based upon the level of completion <p><i>Revision Opportunities:</i></p> <ul style="list-style-type: none"> ● When needed, students will have an opportunity to revise their work and submit for regrading.
<p><i>Formatting Work (if applicable)</i></p>	<p>Directions on how to format submitted work (ex. formal papers, lab reports, etc) can be found here:</p> <ul style="list-style-type: none"> ● All directions for formatting and submission will be found in Canvas for a particular assignment, project and/or assessment.
<p><i>Attendance</i></p>	<p>If a student is absent, I can help them get caught up by:</p> <ul style="list-style-type: none"> ● Keeping Canvas up to date <ul style="list-style-type: none"> ○ Canvas is an excellent LMS to help students that have to be absent from in person instruction. ● Meet with them during tutorial ● Connect via email
<p>Section 6: Course Resources & Materials</p>	
<p><i>Materials Provided</i></p>	<p>I will provided the following materials to students:</p> <ul style="list-style-type: none"> ● Textbook as needed ● Project materials as needed ● Classroom supplies (paper, pencils, etc.) as needed ● Needed technology



<i>Materials Needed</i>	<p>Please have the following materials for this course:</p> <ul style="list-style-type: none"> ● Chromebook and charger ● Composition Notebook ● Pencils ● Highlighter <p><i>Franklin can help with any materials you may need as well. Please reach out to me privately and I will help you get what you need.</i></p>
<i>Course Resources</i>	<p>Here is a link to resources that are helpful to students during this course:</p> <ul style="list-style-type: none"> ● All helpful links can be found in the Canvas Course
<i>Empowering Families</i>	<p>The following are resources available for families to assist and support students through the course:</p> <ul style="list-style-type: none"> ● Email - tbiamont@pps.net ● Canvas Course

Section 7: Assessment of Progress and Achievement

<i>Formative Assessments</i>	<p>As students move through the learning journey during specific units/topics, I will assess & communicate their <u>progress</u> in the following ways:</p> <p>Various formative assessment methods will be used including project work, class notebook completion, small group problem solving of questions arising from application of course concepts and concerns to actual experience.</p>
<i>Summative Assessments</i>	<p>As we complete specific units/topics I will provide the following types of opportunities for students to provide evidence of their <u>learned</u> abilities:</p> <p>Various summative assessment methods will be used including examinations, quizzes and project completion.</p>
<i>Student Role in Assessment</i>	<p>Students and I will partner to determine how they can demonstrate their abilities in the following ways:</p> <p>Students can check in with me individually if needing an alternate way of demonstrating their ability other than the assigned demonstration method for the assignment/project.</p>



<h2 style="margin: 0;">Section 8: Grades</h2> <h3 style="margin: 0;">Progress Report Cards & Final Report Cards</h3>	
<i>Accessing Grades</i>	<p>Students & Families can go to the following location for <u>up-to-date</u> information about their grades throughout the semester:</p> <ul style="list-style-type: none"> ● StudentVue is the primary source for up-to-date grade information ● Canvas
	<p>I will update student grades at the following frequency:</p> <ul style="list-style-type: none"> ● By the end of each unit of instruction (at minimum) ● After a project completion deadline
<i>Progress Reports</i>	<p>I will communicate the following marks on a progress report:</p> <ul style="list-style-type: none"> ● Grades are based on a percentage scale according to total points earned during the course: <ul style="list-style-type: none"> ○ 90-100%=A ○ 80-89%=B ○ 70-79%=C ○ 60-69%=D ○ Less than 60%=F
<i>Final Report Card Grades</i>	<p>The following system is used to determine a student’s grade at the end of the semester:</p> <p>Students' final grade is based on total points earned throughout the semester.</p> <ul style="list-style-type: none"> ● Points will be assigned to various assessment methods including examinations, quizzes, assignments/class notebook, small group problem solving of questions arising from application of course concepts and concerns to actual experience, project completion and presentations.
	<p>I use this system for the following reasons/each of these grade marks mean the following:</p>
<p>Other Needed info (if applicable)</p>	



