

Section 2: Welcome Statement & Course Connections

Personal Welcome

I'm very excited that you've decided to join me in our program's capstone course.

This class is designed to be our program of study's capstone experience where students will demonstrate their learning by managing the student store, explore and develop a business plan and examine the world of nonprofit management and philanthropy.

*Course Highlights
(topics, themes, areas
of study)*

Course Content and Schedule:
(Themes and Concepts Emphasised Throughout the year)

1. The environment of business
2. Being ethical and socially responsible
3. Navigating the world of e-business
4. Small business, entrepreneurship, and franchises
5. Management and organization
6. Human resources
7. Building customer relationships through effective marketing
8. Using accounting information
9. Money, banking, and credit
10. Effective written and oral communications
11. Critical thinking



Course Content (Weeks 1-12):

Student store management, marketing and operations.

Philanthropy Project (CommuniCare) - Part I & II Program introduction, Selection of Service Area and Mission Statement Creation.

LivePlan Business Plan Project - Parts I & II Learn LivePlan software, start a pitch and complete initial market analysis.

Shoe Dog - A Case Study in Business

Case Study Analysis, Dialectical Journal Entries, Shark Tank Analysis

Course Content (Weeks 13-24):

Student store management, marketing and operations.

Philanthropy Project (CommuniCare) - Part III & IV NonProfit research and grant application review.

Business Plan Project - Parts III & IV Complete a sales forecast, personnel plan and examine business start-up costs.

Shoe Dog - A Case Study in Business

Case Study Analysis, Dialectical Journal Entries, Shark Tank Analysis

Course Content (Weeks 25-36):

Student store management, marketing and operations.

Philanthropy Project (CommuniCare) - Part V & IV NonProfit interviews (virtual), final grant decisions made and awarded.

Business Plan Project - Parts V - VII Complete the lean business plan and present to the class.

Shoe Dog - A Case Study in Business

Case Study Analysis, Dialectical Journal Entries, Shark Tank Analysis



<p>Course Connections to PPS ReImagined Vision</p>	<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>Our Program of Study Mission Statement: 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

<p>Prioritized Standards</p>	<p>The following standards will be explored in the course: <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>Intended Outcomes/Essential Learning Standards for the Course: Upon successful completion of this capstone course, the student will be able to:</p> <ol style="list-style-type: none"> 1. develop basic knowledge about the organization of businesses in the free enterprise system. 2. further develop and refine operational knowledge of marketing and business management skills through active management of the student store. 3. develop leadership and philanthropic skills to promote productive and responsible personal involvement in school, on the job, and in the community. 4. develop effective organizational skills, including decision making, goal setting, and prioritizing. 5. develop a detailed business plan and pitch using LivePlan business planning software. 6. acquire information and skills necessary for effective job search and will be given the opportunity to explore careers in business
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	<p>7. acquire knowledge and develop positive attitudes and habits, which contribute to safe working conditions in business.</p>
<p>PPS Graduate Portrait Connections</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.



	Franklin High School plans to identify and adopt CTE curriculum that addresses the needs of our special populations.
<i>Personalized Learning Graduation Requirements (as applicable in this course):</i>	Students will complete Career Related Learning requirements during their time in class as needed.

 **8/27 Work** **Section 4: Cultivating Culturally Sustaining Communities**

<i>Tier 1 SEL Strategies</i>	<p>Behavioral Expectations: At Franklin High School, in addition to following all school rules, we expect staff and students to:</p> <p>Strive to be...</p> <p>Thoughtful--We put time and effort into our work</p> <p>Respectful--We respect the diverse learning needs of our peers</p> <p>Organized--We are present and on time to class</p> <p>Neighborly--We greet others and interact positively</p> <p>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):</p> <p>“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.”</p> <ul style="list-style-type: none"> • We will utilize a Canvas Discussion opportunity for students to describe an agreement that they feel is important for the class to share.
<p><i>Shared Agreements</i></p> 	



	<ul style="list-style-type: none"> ● Students will have an opportunity to discuss the shared agreements and voice their opinions about the agreements.
	<p>I will display our Agreements in the following locations:</p> <ul style="list-style-type: none"> ● Course Syllabus ● Canvas Home Page ● Classroom Walls
	<p>My plan for ongoing feedback through year on their effectiveness is:</p> <ul style="list-style-type: none"> ● Student surveys ● Restorative justice circles ● Grades/assignment completion data
<p><i>Student's Perspective & Needs</i></p> 	<p>I will cultivate culturally sustaining relationships with students by:</p> <ul style="list-style-type: none"> ● 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



*Empowering
Students*



I will celebrate student successes in the following ways:

- 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)
 - Honor cord distribution at graduation

I will solicit student feedback on my pedagogy, policies and practices by:

- Regular check-ins with students/class
- Student surveys
- Written input
- Formative assessments
- Student voice
- Exit tickets

When class agreements aren’t maintained (i.e. behavior) by a student I will approach it in the following ways:

- 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
- Talk to misbehaved student outside the classroom or after class.
 - 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.

*Showcasing
Student Assets*



I will provided opportunities for students to choose to share and showcase their work by:

- Creating opportunities for students to share their work:
 - Posted on Canvas
 - Posted in the Classroom



- Classroom Presentations and Sharing
- Invite student voice in our daily SEL check-ins and student engagement activities

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
<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
<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.
<i>Submitting Work</i>	<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.
<i>Returning Your Work</i>	<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.
<i>Formatting Work (if applicable)</i>	<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.
<i>Attendance</i>	<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
<h2>Section 6: Course Resources & Materials</h2>	
<i>Materials Provided</i>	<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



<p><i>Empowering Families</i></p>	<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
<p>Section 7: Assessment of Progress and Achievement</p>	
<p><i>Formative Assessments</i></p>	<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>
<p><i>Summative Assessments</i></p>	<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>
<p><i>Student Role in Assessment</i></p>	<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>
<p>Section 8: Grades Progress Report Cards & Final Report Cards</p>	
<p><i>Accessing Grades</i></p>	<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



	<ul style="list-style-type: none"> ● Canvas
<i>Progress Reports</i>	<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>Final Report Card Grades</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 <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>
Other Needed info (if applicable)	

