**Business**

*What makes a business successful?*

Age is not a barrier to having a successful business. Fulfilling your vision with a business requires applying your skills and tools to opportunities that arise. This course places special emphasis on business organization and management, looking at how students might start, organize and run a business. It does not focus as significantly on accounting, leadership styles, or business law. This class will be a mix of traditional academic work and will require a significant amount of real world application. Over the course of the semester we will have multiple guest speakers come and talk about their business experiences and we also hope to take several field trips to local businesses. Students will gain relevant work experience at the student store and sports concession stand. The course will culminate in a final project in which student teams consult with a local natural resource business to assist them with capacity development.

**Course Alignment with Standards**

This course is designed to develop the skills, knowledge, and dispositions which global citizenship requires. This course has been modeled off of the essential skills required for passing the International Baccalaureate assessment and is aligned with the Oregon Skill Sets: Business Management and Administration.

**Classroom Rights**

This list, co-created by students and Mr. Sixta, lists some of your rights as students in this classroom.

1. You have the right to an education.
2. You have the right to property and privacy.
3. You have the right to health and safety.
4. You have the right to give input and be heard regarding your educational environment.
5. You have the right to be treated with respect from your peers, teachers and others in this classroom.

**Mr. Sixta’s commitment to ensuring student rights**

1. Every student in my class has the opportunity to receive an equitable education that is fun, relevant, engaging, interesting, and useful for their life.
2. This classroom is a safe environment for all students. Hateful speech and violent actions will not be tolerated.
3. Students and their families receive the respect of person, property, and privacy that they deserve and are entitled to as students, citizens, and residents of the Butte Falls High School Community.

**Texts**

This class does not have an assigned textbook. Instead, we will use a combination of magazine articles, case studies, in-person speakers, videos, books, and other articles to learn about and practice the essential skills being learned.

**Course Requirements**

Students are expected to:

* Prepare for every class by completing assigned readings and written work
* Actively participate in all learning experiences in every class discussion
* Support the learning of their peers

**Course Outline**

This is a tentative outline of the topics and dates to be covered over the course of the semester. The schedule may change as relevant opportunities arise.

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| **Week** | **Unit** |
| Week 1-2 | Business Operations and Profit & Loss *(Extended Unit)* |
| Week 3-4 | Business Computer Essentials (*Extended Unit)* |
| Week 5-7 | Business Organization & Environment (*Extended Unit)*  If we weren’t already doing it this way, is this the way we would start?   * BAZ02.01 |
| Week 8 | Sustainability (*Unit)*  How do we balance the needs of commerce with the needs and limitations of the planet? |
| Week 9 | Human Resources *(Unit)*  How do you hire and fire staff?   * BAZ05.01 |
| Week 10-12 | Accounts and Finances *(Extended Unit)*  What are the day-to-day skills needed to run a business?   * BAZ06.01 |
| Week 13-15 | Marketing *(Extended Unit)*  What problem is the customer struggling to solve?  Which customers can’t participate in a market because they lack skills, wealth, or convenient access to existing solutions?   * BAZ07.01 |
| Week 16-18 | Business Plans *(Final Business Plan)*  Who has already solved the problem you are trying to address?  What can you do that no one else can?   * BAZ01.02 |

**Evaluations**

There will be multiple types of evaluation over the course of this semester. I am a firm advocate that consistent qualitative and quantitative feedback will help you get more out of your studies. In addition to receiving traditional grades for this course, I will regularly write comments on papers, tests, projects, and other assignments for this course. During class, I will make time to talk with you about the projects you are working on and expect that you will hold me accountable for providing feedback on your work or clarifying assignments. Other forms of communicating evaluation will be done by:

1. **Quarterly Conferences** will be conducted between student and instructor to discuss classroom learning, social skill development, and portfolio projects.
2. **Proficiency:** School Districts in the State of Oregon are moving to a proficiency-based approach of measuring student achievement. As a result, we will have at least one proficiency report card showing which Oregon Skill Sets: Business Management and Administration standards you have mastered and which still need to be completed. As we progress this year, I will communicate with you and your caregiver more about the goals and meaning of this proficiency report card.
3. **Formal Course Grades**  
   The grades for the course will be based on the following elements.
   1. **Extended Units** (50% = 5 Extended Units x 10%): Over the course of the semester we will have five extended units during which time we will spend a few weeks looking at at a particular topic in-depth. Each unit will be structured differently and be composed of different assignments and projects. Grading for the unit will be an aggregate of the individual skills which were being learned and demonstrated during that unit.
   2. **Units** (10% = 2 Units x 5%): Over the course of the semester we will have two units examining environmental sustainability in a capitalist system and the human resources of a business. Each unit will have a culminating activity to demonstrate knowledge.
   3. **Final Business Plan** (20%): There will be a final project for this course during which you will collaborate as a team to partner with a local natural resource organization to assist them with capacity development.
   4. **School Businesses** (20%): Students will have the opportunity to gain work experience by working, managing, and making decisions about the school’s student store and the sports concession stand. Students will have regular weekly jobs to help them experience the different aspects of running a business.

**Policy On Electronic Devices**

Though we will use cell phones and laptops in class many times to reference information and to support one another’s learning, to enhance individual and collective focus all phones need to be silenced during class sessions. In addition, please refrain from texting and other forms of electronic “chatting” and “surfing” the web during class activities and discussions. Use of Facebook, Snapchat, and other social media that doesn’t relate to class material are not allowed during the class period. If you need to communicate electronically or check the Internet, please do so before or after class. Electronic devices cannot only distract the user but they can also be disruptive to your peers’ ability to concentrate, focus, and learn. Your cooperation is appreciated.

**Academic Integrity**

There will be no tolerance for plagiarism or any other academic dishonesty. In particular, papers with plagiarized ideas or languages will be graded “NC” and must be rewritten with proper citations and references if the student intends to pass the course for credit. The consequences for plagiarism are that a student will receive the grade of “NC” for any unit that contains plagiarised or other academic dishonesty and the work will need to be redone and resubmitted.