

# Business and Technology

## COURSE SYLLABUS

3DE Program at  
School of Liberal Studies at Savannah High School



<b>Pre-requisites:</b> Intro to Business and Technology	<b>Business &amp; Technology Pathway</b> Introduction to Business & Technology Business and Technology Business Communications
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### **Course Description (adapted from GeorgiaStandards.org):**

Business and Technology is designed to prepare students with the knowledge and skills to be an asset to the collaborative, global, and innovative business world of today and tomorrow. Mastery use of spreadsheets and the ability to apply leadership skills to make informed business decisions will be a highlight of this course for students. Publishing industry appropriate documents to model effective communication and leadership will be demonstrated through project-based learning. Students will use spreadsheet and database software to manage data while analyzing, organizing and sharing data through visually appealing presentation.

Employability skills are integrated into activities, tasks, and projects throughout the course standards to demonstrate the skills required by business and industry. Competencies in the co-curricular student organization, Future Business Leaders of America (FBLA), are integral components of the employability skills standard for this course.

After mastery of the standards in this course, students should be prepared to earn an industry recognized credential: Microsoft Office Specialist in Microsoft Excel Certification.

Students enrolled in this course should have successfully completed Introduction to Business and Technology.

### **Career Opportunities**

The Business and Technology Career Pathway prepares students for every occupation. Specific relevant careers include the support service industry which include but not limited to:

- **Administrative Services Managers**
- **Database Administrators**
- **Management Analysts**
- **Legal Secretaries**
- **Medical Secretaries**
- **Computer & Information Systems Managers**

### **3DE Program**

3DE aims to accelerate students' social and academic outcomes through learning that builds the knowledge, skills and confidence to thrive. 3DE is dedicated to applying solutions to real world problems and instilling a mindset of greatness in our Blue Jacket community.

Throughout the 3DE program, students will have different case challenges/studies in which they will be challenged to solve a real-world problem using case methodology. The case challenge will be incorporated into the Intro to Business & Technology curriculum, and students will receive a grade for each 3DE Case Challenge.

### **Materials:**

- 3-ring binder with dividers
- Notebook paper
- Pencils, Black or Blue Pen

## **Business and Technology Standards**

<b>Topic</b>	<b>Standard</b>
Employability Skills	BMA-BT-1
Publish Industry Appropriate Documents Using Technology as a Tool	BMA-BT-2
Organizational Communication Skills	BMA-BT-3
Manage Spreadsheet Software	BMA-BT-4
Master Spreadsheet Software	BMA-BT-5
Research Skills/Copyright and Plagiarism	BMA-BT-6
Managing Databases	BMA-BT-7
Leadership Skills	BMA-BT-8
Career and Student Organizations (CTSOs)	BMA-BT-9

## **3DE Themes and Competencies:**

<b>Theme</b>	<b>Competency</b>
Building a Brand	Engaging Communication
Shaping the Customer Experience	Cultural Agility
Developing Innovative Ideas	Creativity & Innovation
Analyzing & Applying Data	Critical & Analytical Thinking
Tackling Adversity	Self-Direction
Cascading Goals	Effective Collaboration

## **Course Goals**

**At the end of this course students will be able to:**

1. Communicate effectively through writing, speaking, listening, reading, and interpersonal abilities.
2. Exhibit critical thinking and problem-solving skills to locate, analyze and apply information in career planning and employment situations.
3. Apply the appropriate skill sets to be productive in a changing, technological, diverse workplace to be able to work independently and apply teamwork skills.
4. Apply technology as a tool to increase productivity to create, edit, and publish industry appropriate documents.
5. Manage and master spreadsheet software
6. Manage databases

## **Evaluation**

### **Grading:**

1. 40% Class work, sponge activities, individual participation, group participation
2. 60% Major tests, Major Projects/Research, quizzes, 3DE Case Challenges

### **Grading Scale:**

A = 90-100  
B = 80-89  
C = 70-79  
F = 0-69

If a student is not making the required daily academic progress, the student's teacher will contact the parent via phone, email, or mail to request a conference or discuss intervention strategies.

### **Make-up Work and Re-Test Policy**

Students are responsible for any work missed due to absences from school. If you miss a scheduled exam and/or class assignment during your absence, it is your responsibility to request a retest and/or the class assignments within a week of your return.

# Classroom Policies/Procedures

## Class Rules:

1. Arrive to class on time and in your assigned seat.
2. No eating, drinking, or gum chewing allowed in the lab.
3. Do not disrupt the learning environment: includes but not limited to:
  - Talking while the teacher is talking
  - Loud talking, use of profanity, inappropriate language
  - Leaving seat while teacher is teaching or addressing the class
  - Leaving seat before I dismiss the class.
4. No cellphone use is allowed during instructional time.
  - Cellphone use is only permitted before school, during lunch, and after school.
  - Cellphones will be collected if seen out during class and will be given back at the end of the class period.
5. Golden Rule: Treat others as you would like to be treated.

## Consequences:

1. Reminder
2. Warning
3. Student conference/loss of privilege points/seat change
4. Call parents/detention
5. Skipped Detention-Referral to Administration

## Hall Passes

Hall passes are given to a minimum. If you have a medical problem that causes frequent restroom visits, please bring me a letter from your parent or doctor explaining your situation.

**No hall passes** during the **first 30 minutes** of class and the **last 30 minutes of class**.

## Tardy Policy

Please arrive to class before the tardy bell rings. All tardies will be documented. Three tardies equals 1 absence.

## Academic Integrity

Each student is expected to demonstrate respect, responsibility and integrity in his/her academic work. Academic misconduct is a denial of these three principles.

The following misconduct is prohibited:

- Cheating: copying work or homework, or lending the same to another student to be copied
- Communicating in any way with other students during a test, midterm or final exam
- Plagiarism: taking ideas or writings knowingly from another person or source (including the work of other students) and presenting those ideas or writings as one's own original work

A breach in academic integrity may result in the following possible consequences: receiving a zero on the assignment, opportunity to resubmit the assignment, parental notification, parent/student/teacher conference, referral to counselors, referral to administrators.

## **COURSE EXPECTATIONS**

### **RESPECT**

1. Treating others the way you want to be treated.
2. Showing kindness and consideration.
3. Accepting others for who they are.
4. Refraining from posting inappropriate material or language

### **RESPONSIBILITY**

1. Being in control of your own behavior.
2. Having your work finished on time.
3. Doing your part when working together.
4. Refraining from posting personal information online

### **EFFORT**

1. Achieving goals through commitment and hard work.
2. Giving your best in everything you choose to do.
3. Trying without giving up or giving in.
4. Making the most of every opportunity.

### **ATTITUDE**

**Strive to keep a positive attitude.** Everyone has bad days. Don't let a bad day, make you a bad person to be around.

#### **Attitude**

"The longer I live, the more I realize the impact of attitude on my life. Attitude, to me, is more important than facts. It is more important than the past, than education, than money, than circumstances, than failures, than successes, than what other people think or say or do. It is more important than appearance, giftedness or skill. It will make or break a company ... a church ... a home. The remarkable thing is we have a choice every day regarding the attitude we will embrace for that day. We cannot change our past ... we cannot change the fact that people will act in a certain way. We cannot change the inevitable. The only thing we can do is play on the string we have, and that is our attitude ... I am convinced that life is ten percent what happens to me and ninety percent how I react to it. And so it is with you ... we are in charge of our attitudes."

**by Charles Swindoll**



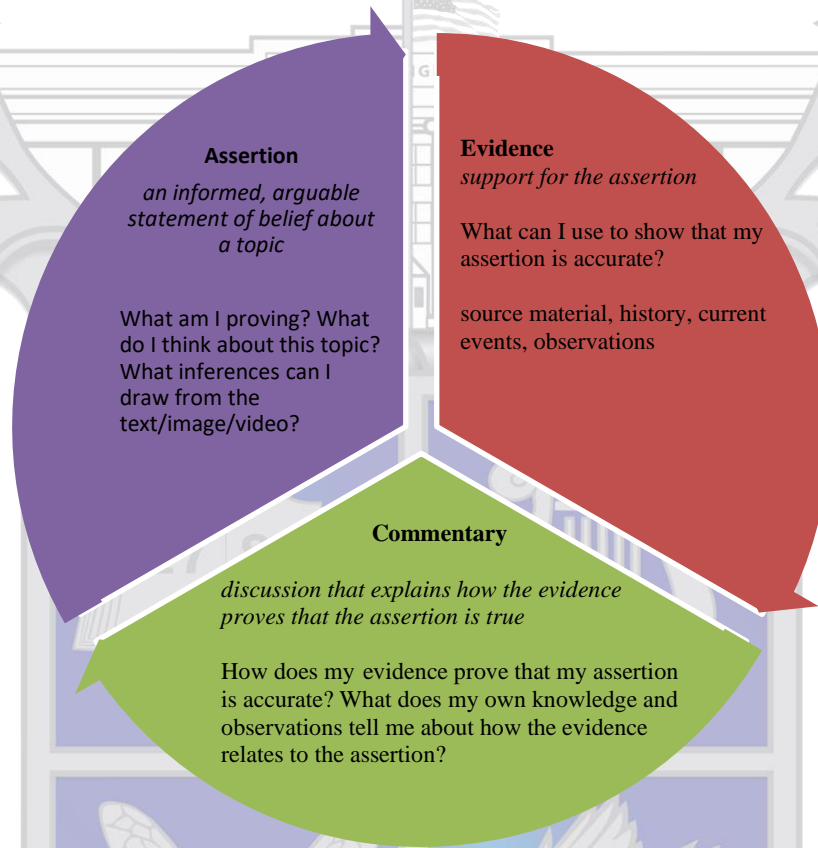
## **Mission:**

SOLS staff will remain unwaveringly focused on providing our scholars with rigorous academics and relevant life experiences in a caring and supportive environment that prepares them to graduate.

## **Vision:**

We Educate  
We Elevate  
We Graduate

## AEC WRITING STRATEGY



	<b>Distinguished</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
<b>Assertion</b>	Assertion directly addresses the prompt, is arguable, clearly and compellingly communicates writer's position, and is thoughtfully constructed.	Assertion clearly states writer's position, is arguable, and directly addresses the prompt.	Assertion is attempted but may be incomplete or unclear.	Assertion is missing or does not effectively address the prompt.
<b>Evidence</b>	Evidence is well chosen, seamlessly incorporated, relevant, specific, and correctly cited if needed.	Evidence is relevant but could be more specific in places. Evidence is generally correctly cited if needed.	Evidence is present but may not adequately relate to the assertion.	Evidence is missing or irrelevant.
<b>Commentary</b>	Commentary is insightful and effectively demonstrates how the evidence supports the assertion.	Commentary explains how the evidence supports the assertion.	Commentary is attempted, but writer sometimes substitutes summary for commentary. Some commentary may not directly connect evidence to assertion.	Commentary is missing, entirely summary, or unrelated to assertion and evidence.
<b>Conventions</b>	Writing has virtually no errors in conventions.	Writing has 1 or 2 errors in conventions that do not detract from quality or effectiveness.	Writing has several errors that may detract from quality or effectiveness.	Writing has significant errors that are distracting and that detract from quality and understanding.

## **Business and Technology /3DE Course Syllabus and Course Expectations**

I have read the Business and Technology syllabus and course policies and procedures. By signing this form, I am stating that I have read and understand all the expectations of the Business and Technology course.

Student's Printed Name:

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Student's Signature:

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Parent's Signature:

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Parent's Phone Number:

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Date:

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*Please keep the course syllabus at home. Your student should return only this signed slip to school by August 6, 2021.*