Entrepreneurship
COURSE SYLLABUS
3DE Program at
School of Liberal Studies at Savannah High School

Pre-requisites:	Entrepreneurship Pathway
Intro to Business and Technology Legal Environment	Introduction to Business & Technology Legal Environment Entrepreneurship

Course Description (adapted from GeorgiaStandards.org):

How do you turn an idea into a business? Experience just that in this course! Entrepreneurship focuses on recognizing a business opportunity, starting a business, operating and maintaining a business. Students will be exposed to the development of critical thinking, problem solving, and innovation in this course as they will either be the business owner or individuals working in a competitive job market in the future. Integration of accounting, finance, marketing, business management, legal and economic environments will be developed throughout projects in this course. Working to develop a business plan that includes structuring the organization, financing the organization, and managing information, operations, marketing, and human resources will be a focus in the course. Engaging students in the creation and management of a business and the challenges of being a small business owner will be fulfilled in this course.

Various forms of technologies will be used to expose students to resources and application of business principles for starting, operating and maintaining a business. Professional communication skills and practices, problem-solving, ethical and legal issues, and the impact of effective presentation skills are enhanced in this course to prepare students to be college and career ready. 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.

Entrepreneurship is the third course in the pathway in the Business Management & Administration Cluster. Students enrolled in this course should have successfully completed Introduction to Business & Technology and Legal Environment of Business. After mastery of the standards in this course, students should be prepared to take the end of pathway assessment in this career area.

Career Opportunities

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

- **Entrepreneurship**
- **Business Consultant**
- **Research and Development**
- **Financial Advisor**
- **Sales and Recruitment**
- **Marketing Manager**
- **Teacher**
- **Management Analyst**

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 Entrepreneurship 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

Entrepreneurship Course Standards

BMA-ENT-1: Demonstrate employability skills required by business and industry.
BMA-ENT-2: Relate concepts and processes associated with entrepreneurial success and the personal traits and behaviors associated with successful entrepreneurial performance.
BMA-ENT-3: Use and model concepts, strategies, and systems needed to interact and present effectively to others.
BMA-ENT-4: Apply fundamental business concepts that affect business decision making.
BMA-ENT-5: Explain and detail legal form of business ownership and the impact of government's role on business.
BMA-ENT-6: Understand and apply the basic economic principles and concepts fundamental to entrepreneurship.
BMA-ENT-7: Develop a marketing plan to identify, reach, and retain customers in a specific target market.
BMA-ENT-8: Analyze financial issues relating to successful business ownership.
BMA-ENT-9: Manage and operate a business (or simulate the management and operation) through daily tasks and activities of a small business.
BMA-ENT-10: Research, develop, and present a business plan.
BMA--ENT-11: Understand the concepts, systems, and strategies needed to acquire, motivate, develop, and terminate employees.
BMA-ENT-12: Explore how related student organizations are integral parts of career and technology education courses through leadership development, school and community service projects, entrepreneurship development, and competitive events.

UNITS/TOPICS

Quarter 1	Quarter 2
Employability	Marketing
Introduction to Entrepreneurship	Finances
Communication Management	Management
Entrepreneurship and Economy	Business Plan
FBLA Integration (Every Week)	

3DE Themes and Competencies:

Theme	Competency
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 successful complete the: **End of Pathway Assessment (EOPA)**: NOTCI (National Occupational Competency Testing Institute) General Management Assessment.

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.

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Classroom Policies/Procedures
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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 15 minutes** of class and the **last 15 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.

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.
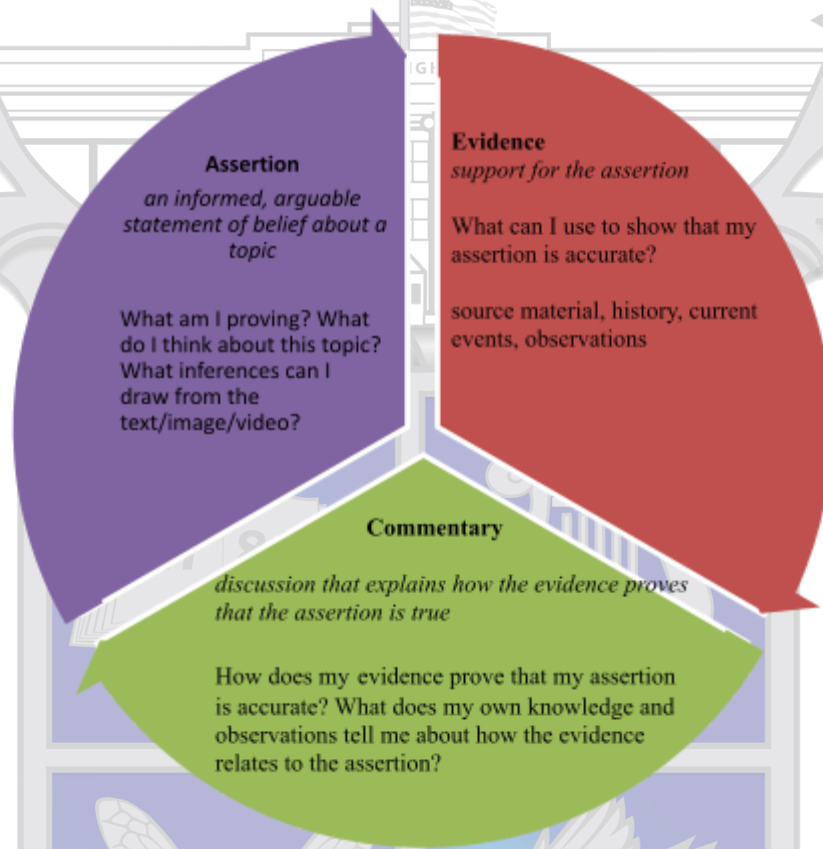
Vision:

We Educate
We Elevate
We Graduate

AEC WRITING STRATEGY

Assertion

an informed, arguable statement of belief about a topic

What am I proving? What do I think about this topic? What inferences can I draw from the text/image/video?

Evidence
support for the assertion

What can I use to show that my assertion is accurate?

source material, history, current events, observations

Commentary

discussion that explains how the evidence proves that the assertion is true

How does my evidence prove that my assertion is accurate? What does my own knowledge and observations tell me about how the evidence relates to the assertion?

	Distinguished	Proficient	Developing	Beginning
Assertion	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 clear.	Assertion is missing or does not effectively address the prompt.
Evidence	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.
Commentary	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.
Conventions	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.

Entrepreneurship /3DE
Course Syllabus and Course Expectations

I have read the Entrepreneurship 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:

_____

Student's Signature:

_____

Parent's Signature:

_____

Parent's Phone Number:

_____

Date:

_____

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