

ADLAI E. STEVENSON HIGH SCHOOL COURSE SYLLABUS

Introduction to Business– BUS171

COURSE DESCRIPTION

How do you start a business? What type of records should you keep? Why do stores charge the prices they do? What is the best way to sell a product? What are the different career opportunities in the business world? These questions and more are answered in this course. The student will also investigate the different types of business organizations from sole proprietorships to large corporations. This course is strongly recommended for business career-oriented students or as a preview to other business courses.

TEACHER INFORMATION

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RESOURCES

Class Website: [Canvas Website](#)

Google Classroom: [Website](#)

EVIDENCE BASED REPORTING (EBR)

This course uses Evidence Based Reporting to communicate student progress. The purpose of Evidence Based Reporting is to ensure that a student's grade truly reflects his or her mastery of course standards. Evidence Based Reporting gives a student the opportunity to grow their knowledge and skills throughout the semester. To learn more about Evidence Based Reporting, please visit: myebrexperience.com

PROFICIENCY SCALES

This scale will be used to communicate student progress in each learning target. The codes 1, 2, 3, 4, M, and N will be used to report student performance through the Interactive Report Card (IRC) . The Interactive Report Card (IRC) will be used to communicate student progress in each learning target. It will also be used to communicate missing assignments, teacher comments, Social and Emotional Learning (SEL) concerns, and predicted grades.					
4	3	2	1	M	N
Exceeds Mastery	Demonstrates Mastery	Approaching Mastery	Developing Foundational Skills	Missing Evidence <i>Can Be Turned In</i>	Missing Evidence <i>Cannot Be Turned In</i>

COURSE ASSESSMENTS

Business Education embraces a balanced approach to assessment for all courses, integrating both formative and summative assessments. Through this balanced approach, assessment is an ongoing activity that provides students with a variety of opportunities to demonstrate their knowledge and skills, which allows teachers to monitor student progress and modify instruction accordingly. Business Education students show what they've learned by completing classroom activities, and projects that undergo assessment and by evaluating work through a range of tools, such as performance rubrics and reflective questioning to deepen and expand their knowledge and skills. According to the scale above, if assistance is needed in order to demonstrate mastery it will be considered approaching mastery.

MAKEUP POLICY

Assessments that are missed will be marked “missing” for five school days. After five school days, the assessment will be marked as “N.” Incomplete assessments result in a lack of evidence of student understanding and may cause a student to fail. If the teacher presents an opportunity for revisions, the revisions must be turned in in five school days.

GRADE DETERMINATION

The four point scale will be used to communicate student progress. This scale is also used to determine the final letter grade at the end of the semester based on the four academic standard scores. Each standard score will be determined by using the double majority (mode) for the learning targets. The [Interactive Report Card \(IRC\)](#) will be used to communicate student progress in each learning target. It will also be used to communicate missing assignment, teacher comments, Social and Emotional Learning concerns, and *predicted* grades. Grades will be determined based on the following:

- A: Score of “3” or “4” in all of the academic standards
- B: Score of a “2” in any one of the academic standards
- C: Score of a “2” in more than one academic standards and/or a pattern of N’s or M’s.
- D: Score of a “1” in any one of the academic standards and/or a pattern of N’s or M’s.
- F: Score of a “1” in more than one academic standards and/or a pattern of N’s or M’s.

* Important Note: If any assessment is not taken students will run the risk of failing.

STANDARDS & SCALED LEARNING TARGETS

Business Professionalism Standard

<https://docs.google.com/document/d/149TjQ5mRzGUB1zs16yxcw1p2rDIFFqMg4M0KUAeMbyo/edit>

Standard: Research				
LT1:	4 Exceeds Mastery	3 Demonstrated Mastery	2 Approaching Mastery	1 Developing Functional Skills
	Students <u>extensively</u> conduct research needed to make a business decision	Students <u>effectively</u> conduct research needed to make a business decision	Students <u>adequately</u> conduct research needed to make a business decision	Students <u>moderately</u> conduct research needed to make a business decision

LT2:	4 Exceeds Mastery	3 Demonstrated Mastery	2 Approaching Mastery	1 Developing Functional Skills
	Students <u>extensively</u> analyze research to make a business decision	Students <u>effectively</u> analyze research to make a business decision	Students <u>adequately</u> analyze research to make a business decision	Students <u>moderately</u> analyze research to make a business decision

Standard: Create				
LT1:	4 Exceeds Mastery	3 Demonstrated Mastery	2 Approaching Mastery	1 Developing Functional Skills
	Students <u>Reflectively</u> create materials related to a business decision.	Students <u>purposefully</u> create materials related to a business decision.	Students <u>Responsively</u> create materials related to a business decision.	Students <u>Randomly</u> create materials related to a business decision.

Standard: Professionalism				
LT1:	4 Exceeds Mastery	3 Demonstrated Mastery	2 Approaching Mastery	1 Developing Functional Skills
	Students encourage employability skills that are needed to be successful in the workplace.	Students use employability skills that are needed to be successful in the workplace.	Students recognize employability skills that are needed to be successful in the workplace.	Students are aware of employability skills needed in the workplace.

Standard: Communication				
LT1: (Written)	4 Exceeds Mastery	3 Demonstrated Mastery	2 Approaching Mastery	1 Developing Functional Skills
	Students create Persuasive business materials.	Students create Thorough business materials.	Students create Basic business materials.	Students create Rough business materials.

LT2: (Oral)	4 Exceeds Mastery	3 Demonstrated Mastery	2 Approaching Mastery	1 Developing Functional Skills
	Students persuasively present their decision.	Students effectively present their decision.	Students adequately present their decision.	Students moderately present their decision.