

Name of School:

Name of Course: **Operating a Small Business**

Instructor Information

Name:

E-mail address:

School phone number:

Web page address:

Best times to be reached:

Course Description

This course is highly recommended for business students and others planning advanced studies in business administration or accounting. It is taught from the viewpoint of the small business operator, focusing on the operation (sales, pricing, promotion, personnel, and finance), planning, and controlling functions necessary for successful business operation. Small business models are used extensively. Students will have the opportunity to apply business principle through simulations and case studies. Workbook Costs: approximately \$8.50 per term.

District Standards and Power Benchmarks

Power Standard

1. Demonstrate basic knowledge of the being a sole proprietor.
2. Prepare a business plan.
3. Create and operate a student owned business.

Power Benchmarks

1. The students will calculate business math problems.
2. Designate among the different legal forms of business.
3. The student will be able to differentiate the formal steps of the decision making process.
4. Develop basic business communication.
5. Distinguish the business cycle.
6. Differentiate the functions of management.
7. Develop an individual business.
8. Develop a group business plan.
9. Operate a group student business.
10. Evaluate the social and moral responsibility of business.

Course Information

Course for students in grades 11 and 12.

Length of course is one term.

Course is worth .5 credits.

Course Outline/Calendar

Math for Entrepreneurs (4 days)
Types of Business Ownership (4 days)
Decision Skills (4 days)
Business Communication (4 days)
Economic forces (4 days)
Managing Your Operation (4 days)
The Business Plan – An Overview (4 days)
Social and Ethical Responsibility (4 days)
Operation of a Group Student Business (8 days)
Final Exam (1 day)

Text/Other Required Materials/Resources

Textbook – Entrepreneurship and Small Business Management by Meyer and Allen (1994)
Study Activity Workbook for Entrepreneurship and Small business Management by Meyer and Allen (1994)
Notebook for homework and daily notes.
Pen or pencil.

Instructional Procedures & Support

- Instructional procedures include silent reading, lecture, guided practice, independent practice, simulations, and group work
- Students are responsible for asking the instructor for missed work after being absent.
- Students will be given two days for every excused day absent to make up missed assignments and tests.
- If missed work cannot be made up within this time frame, talk to the instructor about it in order to receive full credit.
- Late work will be accepted, but it will be worth only 70% of the original points.

Classroom Management Procedures

Students follow directions the first time given.
Students bring needed materials to class.
Students are in their assigned seat when the bell rings or they will be counted tardy.
Students are expected to respect other people in the classroom. Inappropriate comments or behavior will not be tolerated at any time.
Students are expected to use time in class effectively.
Students may only drink water during class (no food or other beverages).

Assessment Plan

Assignments	45%
Tests	45%
Final Exam	10%

Grading System

A	93 and above	Firm command of knowledge domain High level of skill development
A⁻	90 - 92	Exceptional preparation for later learning
B⁺	87 - 89	Command of knowledge beyond the basic concepts of knowledge Advanced development of most skills
B	83 - 86	Has prerequisites for later learning
B⁻	80 - 82	
C⁺	77 - 79	Command of the basic concepts of knowledge Demonstrates ability to use basic skills
C	73 - 76	Lacks a few prerequisites for later learning
C⁻	70 - 72	
I		The letter "I" indicates the student has not satisfactorily achieved the grade/course-level benchmarks and/or has missing work. "I" status is temporary and not a final grade. The letter "I" may affect athletic eligibility.
D⁺	67 - 69	Lacks knowledge of some fundamental ideas Some important skills not attained
D	63 - 66	Deficient in many of the prerequisites for later learning
D⁻	60 - 62	
F	59 and below	Most of the basic concepts and principles not learned Most essential skills have not been demonstrated Lacks most prerequisites needed for later learning