

ADL 634 Mini-Course



Course Title: Introduction to Business, Grades 9-12

Course Description: The course provides an overview of business, the role that business plays in economic, social, and political environments. The course is designed to introduce the student to the principles and functions of business. Functional areas of business will be discussed including economic systems, forms of business ownership, small business, management, owning a business, human resources, marketing, accounting & finance, the stock market, and business law.

Areas of Focus: Leadership, Public Speaking, Problem Solving, Entrepreneurship, Marketing, Management, Law & Ethics, Advertising, International Business, and Accounting/Finance.

Course Expectations: It is expected that students will be logged into Google Meet for our class every other day. Students are also expected to check Google Classroom for any updates in assignments. It is highly recommended that students look at the course material posted before arriving to class. Students are expected to collaborate with their peers outside of class and are encouraged to take notes digitally. Students are expected to have a fully-charged Chromebook with Internet access upon starting class.

Materials & Access: Students will have access to Chromebooks that have microphone and webcam capabilities. Students will also have access to Internet, Google Suite Tools, YouTube, Moodle, Kahoot, Padlet, and Flipgrid.

Grading: Assignments will be graded based on following criteria on the rubric. The grading scale will be 90-100 is an A, 80-89 is a B, 70-79 is a C, 60-69 is a D. Anything below 60 is an F. Most assignments will be assigned on Monday's and due on Sunday's.

Academic Honesty: Students will be held accountable for their actions and follow the academic honesty and code of ethics are posted on our District Website.

Instructor Biography: My name is Casey Belitz and I have a 1 year old daughter named Tatum and a 3-year-old Golden Retriever named Bogey. I am the ASB Director as well as the Head Varsity Girls Lacrosse Coach. I also helped create a lacrosse product for female athletes and have a mobile catering business. I am currently pursuing my Master's in Education with a specialization in Advanced Digital Literacy. I love spending time with my family and friends at the beach, the pool, and the park. I enjoy traveling and taking weekend trips to different places. I love staying busy and starting new projects. I take pride in my work and truly love what I do.

Demographics of Students: Our school's demographics are 76% Caucasian (White), 19% Hispanic, 3% Asian, and 2% African American (Black). Our school has about 1900 students and 150 staff. This Introduction to Business class is an elective CTE course that mostly Freshmen enroll in. This course is open to ALL students. It is a prerequisite to take Marketing and Advanced Business Management.

Introductory Video: <https://drive.google.com/file/d/1rtqH1hcap9y42-s88y34pAm5XFS04IPd/view>

Course Outline

General

Objectives: Based on Bloom's Taxonomy, we will be analyzing many aspects of the business world and how it affects students today. We will explore career fields and create business plans for all types of businesses. The business industry is massive and there is a role for everyone, which is why this course will hopefully bring you hope and joy as we discover it together.

The purpose of the general section is for students to get familiar with some different activities in Moodle, as well as getting to know the instructor and so students can get to know each other. In this section you will also find resources for the course and the overall course outline.

Week 1

Objectives: *Students will be able to prioritize which aspects of a school are most important when creating their own. Students will be able to use YouTube to correlate videos suggested by the teacher.*

Title: Design Your Ideal School/ Dream High School Project (updated for Today's World)

Notes: For this project, students will be designing their own schools based on research, studies, and what they already know about the educational system. They will be working in groups of 3-4 to ensure many ideas and concepts are able to be blended together to create the ideal (dream) school.

Step 1: Welcome students to class with a [Google Jamboard](#) asking them to write 3 nouns or adjectives that make our school great. Post it on the board as their entry ticket. Then we will break into small groups (3-4) to discuss what trends they see from looking at the board. (30 mins synchronously)



Step 2: Next, students will come back and join a new [Google Jamboard](#). I will ask them to write 3 nouns or adjectives that our school should improve upon. We will give them a few minutes to complete and then we will discuss as a whole class. (15 mins synchronously)

Step 3: Next, students will watch a [YouTube](#) called “I just sued the School System” by Prince EA. (10 mins asynchronously)



Step 4: Then students will complete a [Moodle Discussion Board](#) where they will share their thoughts on the video and respond to two other classmates posts. (50 mins asynchronously)

Optional Week 1 Chat for Questions: Every Wednesday from 3-4pm I will have an open chat forum for you to ask me questions directly. We also have the option of opening up a Google Meet if that is better for you too.

Week 1 Assessment: Complete the assessment directly in Moodle.

Week 2

Objectives: *Students will be able to compare and contrast different types of schools and demonstrate an understanding through a Google Slides Presentation. Students will use Google Tools to analyze different data.*

Step 5: Students will watch a [TedTalk on YouTube](#) called “Best Kindergarten You’ve Ever Seen” and take notes on Google Docs. (20 mins synchronously)



Step 6: They will break into small groups for discussion in a [Google breakout room](#) and discuss what they learned from the video. (10 mins synchronously)

Step 7: Then we will bring it back to a whole-class discussion on the main [Google Meet](#) to share out then discuss some additional points. (10 mins synchronously)

Step 8: Students will be tasked with researching 6 other high schools and taking notes on the Pros and Cons of each school. They must look into at least two hybrid/blended schools as well as two online schools. Students will need to put this list of pros and cons into a [Google Slides](#) presentation. (90 mins asynchronously)



Optional Week 2 Chat for Questions: Every Wednesday from 3-4pm I will have an open chat forum for you to ask me questions directly. We also have the option of opening up a Google Meet if that is better for you too.

Week 2 Assessment: Complete the assessment directly in Moodle.

After Week 2 Quiz: Complete the quiz directly in Moodle.

Week 3

Objectives: *Students will be able to collaborate with peers to develop a presentation on the school they designed together. Students will also be able to prioritize and create what makes an ideal high school.*

Step 9: Students will be divided into random groups and given instructions for the [Design Your Ideal School For Today's World](#) (aka DREAM HS). We will review the directions so students can ask questions and get clarification. (15 mins synchronously)



Step 10: Students will meet with their group in a [Google breakout room](#) or use Moodle Forum to share what they learned about from researching other schools asynchronously. (30 mins synchronously)

Step 11: Students will come back to the main Google Meet and play a [Kahoot](#) Trivia game about our high school. (15 mins synchronously)



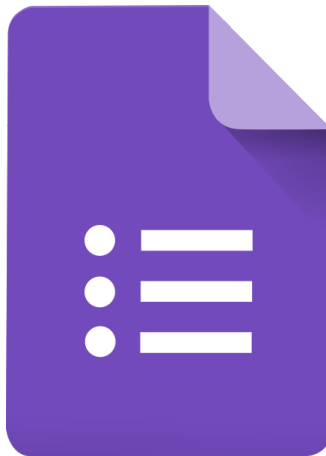
Optional Week 3 Chat for Questions: Every Wednesday from 3-4pm I will have an open chat forum for you to ask me questions directly. We also have the option of opening up a Google Meet if that is better for you too.

Week 3 Assessment: Complete the assessment directly in Moodle.

Week 4

Objectives: *Students will be able to invent applications and design blended classes. Students will also be able to modify other school's models and create their own.*

Step 12: Students will watch [TedTalk called "Do School Kill Creativity?"](#) and review a [Google Slides presentation](#) with critical thinking questions for them to think about. Then they will take a [Google Forms Survey](#) after. (25 mins asynchronously)



Step 13: They will then start to work on developing their new schools with their project groups. They will research using [Google](#) new applications, new technologies, new physical spaces, and new safety measures due to Covid-19. (30 mins synchronously)

Step 14: Groups will report back what they learned and what they found interesting in their research through [Flipgrid](#). Each group will make a 3-5 min video sharing some facts about schools, some ideas they have, and anything else they find relevant. (40 mins asynchronously)



Step 15: Students will watch each other's video and provide comments and feedback for at least two other groups. (25 mins asynchronously)

Step 16: Students will continue to work on their projects with their groups. (60 mins asynchronously)

Step 17: Students will be presenting their newly designed schools to the class. They will be using [Google Slides Presentations](#) and must embed 3 different videos (could be made or found) as well as have at least 3 cited references. (90 mins synchronously)

Step 18: Students will be taking notes on [Google Docs](#) as they listen to each group present. (90 mins synchronously)



Step 19: Students will complete a [Google Form](#) voting for their favorite school/ group presentation. (15 mins asynchronously)

Step 20: Students will complete a self and group evaluation on [Google Forms](#) to share how they felt about the project and working with the group. (25 mins asynchronously)

Optional Week 4 Chat for Questions: Every Wednesday from 3-4pm I will have an open chat forum for you to ask me questions directly. We also have the option of opening up a Google Meet if that is better for you too.

Week 4 Assessment: Complete the assessment directly in Moodle.

Course Evaluation: Complete the course evaluation in [Google Forms](#) at the end of Week 4.