

Hampton High School
Entrepreneurship
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Room: #407

Course Description



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.

FBLA (Future Business Leaders of America)

FBLA is a co-curricular student organization that plays an integral part in the components of the Business & Technology course standards. FBLA activities are incorporated throughout this course and the rest of the Business courses. Students are strongly urged to join FBLA \$25 to benefit from the wealth of opportunities the organization has to offer.

Course Curriculum Content

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-IBT-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.

Unit/Topics/Duration for Discussion

Unit 1: Foundations of Employment (3 Weeks)

BMA-IBT-1, BMA-IBT-12, BMA-ENT-3, BMA-ENT-11

Unit 2: Fundamentals of Business Concepts and Principles (4 Weeks)

BMA-ENT-4 and BMA-ENT-6

Unit 3: Government's Role on Business (2 Weeks)

BMA-ENT-5

Unit 4: Entrepreneurial Performance and Finances (4 Weeks)

BMA-ENT-2 and BMT-ENT-8

Unit 5: Planning for Business Operations (2 Weeks)

BMA-ENT-10 and BMA-ENT-7

Unit 6: Small Business Development in Action (4 Weeks)

BMA-ENT-9

Needed Materials

- County Provided Laptop
- 3-Ring Binder
- Pen and Pencil
- Paper
- Headphones

HHS 25-26 Grading Policy

HHS supports HCS grading policy and has adopted the philosophy set forth by the Superintendent and the Board of Education which is further explained as:

- *Grades will be assigned to show mastery of standards or progress towards mastery of standards. Standard grading practices should be adhered to.*

If opportunities for students to show mastery is the district's focus, then HHS will adhere to the following guidance for all teachers to follow.

Academic Grades:

a. The following grading format should be used by teachers in Henry County secondary schools.

<i>Practice Work</i>	<i>Assessment Tasks</i>	<i>Semester Summative Assessment Tasks</i>
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<i>Class work, homework, formative assessments, diagnostic assessments, written reflections.</i> <i>May be graded for accuracy or completion.</i>	<i>Constructed response assessments, selected response assessments, reflective assessments, summative unit assessments, culminating performance tasks, and projects</i>	<i>Assesses the totality of standards for the course. In the case of a high school course without an End of Course (EOC) Test, the semester summative assessment will be the EOC at the completion of the full course.</i>
<i>Counts 40% of the grade.</i>	<i>Counts 40% of the grade.</i>	<i>Counts 20% of the grade.</i>

entered into the gradebook weekly.

c. Teachers should make every effort to ensure grades are evenly distributed between Practice Work and Assessment Task.

d. HCS Common Formative Assessments (CFA) may be placed in the IC grade book, but should not have a weighting toward the final grade.

Late Assignments:

- *HHS teachers will encourage and support students to turn in their assignments on time for full credit.*
- *When a student decides to make the decision to not turn in assignments on time, HHS will adhere to the following:*
 - *1st day late assignment – 10 point reduction on top of grade earned*

- *2nd day late assignment – additional 10 point reduction on top of grade earned*
- *3rd day late assignment – additional 10 point reduction on top of grade earned*
- *Students will have the entire 9 week grading period to make up any assignment not turned in on time; however, the following applies:*
 - *The maximum a student can make after the 3rd day late is a 70 and this only applies if they turn in the completed assignment.*
- *HHS teachers will create an assignment entitled “Make Up Work” in their Google Classroom. Students will be responsible for uploading the late/missed work into that assignment. HHS teachers will check the assignment “Make Up Work” in their Google Classroom every Friday and will grade the work in a timely manner.*
- *HHS teachers are encouraged to look at and take into account all extenuating circumstances when supporting students*
- *Semester Grade Repair:*
 - *Those students who did not show mastery and ended the semester with a failing grade between 60-69 will be given an opportunity to attend a two week class remediation that will be held on Saturdays/after school/during IF.*
 - *Teachers will supply targeted missed assignment (assessments/practice work) for the students who opt to attend these remediation sessions to be coordinated by the Graduation Coach and/or their designee. This further aligns student support as outlined by GHSA.*
 - *Once the student attends and completes the missing work, it will be returned to the teacher to be graded and those grades will be adjusted to be reflected in IC.*
 - *Once a student attends and successfully completes the semester remediation, the highest grade they will receive is a 70.*
- *Any student who receives a semester grade less than a 60 will be required to participate in Credit Recovery or Course Repetition.*

AI Use Policy

In this class, the use of AI tools (such as ChatGPT, Google Gemini, or other similar technologies) is permitted and encouraged as a resource for learning, creativity, and productivity. However, students must actively engage with the material and demonstrate their own understanding and effort. Relying solely on AI to complete assignments is not acceptable and will result in a significant grade penalty.

Active Engagement Required:

- AI tools may be used to assist with brainstorming, drafting, research, or enhancing ideas, but students are expected to contribute meaningful effort and originality to their work.

Transparency:

- If AI tools are used, students must disclose their use and describe how the tool was applied. This can be done in a brief note at the end of the assignment.

Grading Policy for AI-Generated Work:

- If an assignment is found to be entirely or primarily AI-generated, the highest possible grade that can be awarded is 50%. This reflects a lack of personal effort and critical thinking, which are essential skills in this course.

Academic Integrity:

- Submitting work as entirely your own when it was created by AI without acknowledgment is a violation of academic integrity. Such cases will be handled in accordance with the school's academic honesty policy.

Use AI to Learn, Not Replace:

- AI is a tool to support learning, not a substitute for it. Students should focus on developing their skills, knowledge, and understanding, using AI as a complement rather than a crutch.

Classroom Expectations

1. Participate in discussions and ask questions
2. Participate constructively as a team member
3. Complete daily classwork assignments
4. Be an active and engaged participant during class time
5. Problem solve and accept challenges
6. Challenge yourself to continuously grow and improve.

Parent Signature_____

Date_____