


# IB Business Management SL

## Course Syllabus 2023-2024

|  |   |   |
|--|---|---|
| <i>Instructor Name</i><br><b>Tom Hatcher</b><br><a href="mailto:hatcher@fultonschools.org">hatcher@fultonschools.org</a> | <i>Classroom Number</i><br><b>1271</b>  | <i>R.I.S.E. Sessions</i><br><b>Tuesdays at 7:45 AM in Room 1271</b><br><i>or by appointment only</i>  |
| <i>Class Website</i><br><a href="https://hatcherahs.weebly.com/">https://hatcherahs.weebly.com/</a>                      |  | <i>Course Calendar</i><br><a href="https://hatcherahs.weebly.com/ib-bus-mgt-calendar.html">https://hatcherahs.weebly.com/ib-bus-mgt-calendar.html</a> |

----- Subject Specific Information -----

**Description:** This programme is designed to give students an understanding of business principles, practices and skills. Emphasis is also placed on understanding technical innovation and the day-to-day business functions of marketing, human resource management, accounts and finance, operations management and business strategy. However, a fundamental feature of the programme is the concept of synergy – a concept that means an organization should seek an overall return greater than the sum of its parts. Applied to the Business and Management programme, it necessitates a style of teaching and learning based on integrating and linking the various modules to give students a holistic view at the end of the course.

Teaching and learning include the application of tools and techniques of analysis to enhance the understanding of complex business activities. Students should imbibe the ethical concerns and issues of social responsibility in the business environment. Finally, students should be able to make sense of the forces and circumstances that drive change in an interdependent and multicultural world. This would enable students to assimilate the principles of business and management, and to become critical and effective participants in local and world affairs.

**Aims of the Subject:** The aims of the **Business and Management** course are to:

- Promote the importance of exploring business issues from different cultural perspectives
- Encourage a holistic view of the world of business
- Enable the student to develop the capacity to think critically about individual and organizational behavior
- Enhance the student's ability to make informed business decisions
- Enable the student to appreciate the nature and significance of change in a local, regional and global context
- Promote awareness of social, cultural and ethical factors in the actions of organizations and individuals in those organizations
- Appreciate the social and ethical responsibilities associated with businesses operating in international markets.

### Learning Outcomes

Having followed the **Business and Management** course at the Standard Level (SL), students will be expected to:

1. Demonstrate knowledge and understanding of business terminology, concepts, principles and theories
2. Make business decisions by identifying the issue(s), selecting and interpreting data, applying appropriate tools and techniques, and recommending suitable solutions
3. Analyze and evaluate business decisions using a variety of sources
4. Evaluate business strategies and/or practices showing evidence of critical thinking
5. Apply skills and knowledge learned in the subject to hypothetical and real business situations
6. Communicate business ideas and information effectively and accurately using appropriate formats and tools.

### Inherent Skills from Business and Management Students

#### 1. Reading

- 1.1. Be able to read and comprehend textbooks, magazines and newspapers related to business and management

## **2. Writing**

- 2.1. Be able to write a business and management essay in a correct manner. (grammar & spell-checked)
- 2.2. Be able to write a short business and management essay based on case studies given.
- 2.3. Be able to cite sources properly in any written report

## **3. Productive Group Skills**

- 3.1. Is able to work as a constructive member of a group of peers
- 3.2. Is able to complete individual tasks for a group on time and with quality
- 3.3. Encourages others to participate in a constructive manner
- 3.4. Is able to be a active listener
- 3.5. Is able to reach compromises
- 3.6. Shares the responsibility of helping the group get the task done according to direction on time
- 3.7. Is able to defend a point of view in an agreeable manner

## **4. Oral Proficiency**

- 4.1. Is able to express ideas clearly, with organization, details, elaboration and explanation where necessary.
- 4.2. Is able speak to a group of varying size
- 4.3. Speaks clearly and strongly and can be heard and understood by everyone
- 4.4. Makes eye contact, shows warmth and makes the audience feel comfortable
- 4.5. Shows enthusiasm and interest in the topic when speaking
- 4.6. Is able to encourage audience participation
- 4.7. Is able to use visuals, handouts and activities to engage the audience
- 4.8. Is able to anticipate possible problems and use a variety of strategies to deal with them

## **5. Media Literacy**

- 5.1. Is able to comprehend information and to deliver information through a variety of media, including multi-media and interactive presentations

## **6. Research Skills**

- 6.1. Is able to research relevant information from a variety of sources e.g. textbooks, journals, newspapers, internet sites

## **7. Problem Solving Skills: Calculation of formulae, Analysis and Interpretation**

- 7.1. SWOT Analysis
- 7.2. PEST/STEP analysis
- 7.3. Investment Appraisal
- 7.4. Ratio Analysis
- 7.5. Payback period
- 7.6. Cash flow forecast
- 7.7. Break-even analysis
- 7.8. Final accounts

## **8. Interpretation:**

- 8.1. Distinguish between positive and normative statements
- 8.2. Distinguish between and interpret the journalist's use of language and the language of business and management and economists.
  - 8.3. Is able to critically evaluate information, distinguish bias and implied points of view

## **9. Examination Skills**

- 9.1. Interpretation of multiple-choice questions
- 9.2. Interpretation of graphical data
- 9.3. Interpretation of numerical and tabular data
- 9.4. Interpretation of written information
- 9.5. Be able to plan, organize and write a short essay

## **10. Reasoning Skills**

- 10.1. Be able to reason deductively.
- 10.2. Be able to analyze information presented in a variety of forms

## **11. Service Learning**

11.1 Be able to apply business concepts with ethical and social responsibility theories outside of the classroom.

## **12. Information Technology**

12.1. Be able to use word processing, spreadsheet and presentation software

**Late Work:** All work is due at the *beginning* of class on the due date! Assignments/Assessments will be accepted late with a 25% penalty assessment, as permitted by [FCS District Policy IHA](#).

**Make-Up:** It is the **STUDENT'S RESPONSIBILITY** to obtain, complete, and turn in all make-up work according to school policy. The official class calendar for this course will be placed on the instructor's website.

- Assignments that were due on the first day of an absence period are due *immediately* upon return.
- Students will have the same number of days of the absence to turn in make-up work for each day absent.
- Students will receive full credit on work missed due to absences, provided the assignment/assessment is completed by the specified deadline. Points will be deducted for late work – *see Late Work Policy above*.
- Alternative make up assignments including, but not limited to, research papers may be assigned to replace any assignments that a student missed due to absence and is solely at the discretion of the instructor.

**Conferences:** Conferences will be scheduled upon request. Every effort will be made to accommodate parent schedules. Please email me to arrange a conference.

**Help:** The instructor is available for assistance by appointment only or on designated R.I.S.E. days for CTAE. See above.

**Contact:** Parents and students should feel free to email me: [hatcher@fultonschools.org](mailto:hatcher@fultonschools.org). Students should use the school email address for all communication.

**Recovery:** As per [FCS District Policy IHA](#),

- Students are eligible to recover all major assessments. Only assignments in the “major” category are eligible for recovery.
- Eligibility for recovery is for students who receive a 75% or below on a specific major assessment. The recovery grade cannot exceed 75%.
- The recovery assessment must be completed by the stated deadline and must be completed before the next summative assessment is given.
- All additional criteria and requirements for recovery eligibility can be found on the “Hatcher Recovery Form” – located in the class team's page.

**Plagiarism:** Dishonesty is not tolerated. This is especially true in submitted work. Any thought that is not your own used in assessments *must be cited/noted*. Assume all work assignments are to be your own work unless told otherwise. Collaborating on assignments, if not *expressly permitted by the instructor*, is considered a violation of honor code. Any student who cheats or plagiarizes will face the full penalty that the school provides through the honor code policy. NOTE: I use various plagiarism programs when evaluating student work. For purposes of writing assignments, please follow MLA guidelines.

**Required Materials:** Please ensure you arrive to class each day, ready to work, with the materials you need to be successful. On a normal occasion, students will need writing utensils, their device (laptop, tablet, etc.), a notebook with notebook paper, and a positive attitude!

**Expectations:** In addition to the student responsibilities outlined by AHS, the following expectations will be upheld in this class:

- Treat others with respect
- Honesty is EXPECTED
- Be on time
- Find solutions, not excuses.

**Classroom Management:** Students not complying with classroom rules will be assigned private detention. The time of a private detention is assigned by the instructor at the time of the infraction. Tardies will be monitored and excessive tardies will be reported to administration. Missed detentions will result in an administrative referral. Participation in this course is a privilege. You selected this course as an elective – you make the best of it!

**Cell Phone Policy:** As per [FCS Code of Student Conduct](#), cell phones will NOT be permitted nor tolerated in the classroom, except with approved activities. Accordingly, students will be required to turn in cell phones to the storage bin at the front of the room and monitored by the instructor. Cell phones are turned in at the beginning of each class period and will receive them at the end of each class period. Infraction of this cell phone policy will result in confiscation of the device in addition to the tiered consequences for Behavior, as listed below. The student will receive the cell phone/device at the end of the school day.

**Hall Passes:** Students will be permitted to leave the classroom for restroom or water breaks on an **emergency-basis only**. Keep in mind, when you are not in the classroom, you are missing material that is important and will likely be covered on an assessment. The “**Orange Rule**” applies which states that you will not be permitted to leave the class during the first or last ten (10) minutes of each class period. Students will be expected to utilize the **Documentation of Whereabouts** Microsoft Form each time they leave and enter the classroom during a class period. Failure to do so will result in revocation of hall pass privileges. This form will be accessible in the classroom for each student.

**Virtual Class & Social Media Expectations:** Our program uses various technologies and internet tools to facilitate learning and students are all expected to act professionally and appropriately when using these resources. Anything a student does in one of these environments that is inappropriate will be treated the same as if it happened in class and will result in school discipline. Students must be vigilant in protecting their passwords – claiming someone else did something will not be a valid excuse for reducing responsibility. The responsibility will fall on the account holder. Please refer to the county policies regarding technology use for additional regulations. Additionally, students must **ALWAYS** use their own name and ID when participating in digital classroom activities.

**Evaluation & Grading Methods:**

| Course Components | Weights     |
|-------------------|-------------|
| Major             | 55%         |
| Minor             | 35%         |
| Practice          | 10%         |
| <b>TOTAL:</b>     | <b>100%</b> |

| Semester 1 (Units 1-6) |           | Semester 2 (Units 7-11) |           |
|------------------------|-----------|-------------------------|-----------|
| Majors                 | 6         | Majors                  | 4         |
| Minors                 | 8         | Minors                  | 7         |
| Practice               | 7         | Practice                | 7         |
| <b>Total</b>           | <b>21</b> | <b>Total</b>            | <b>18</b> |

**MAJOR:** An assignment or assessment that is cumulative in nature that measures learning targets from multiple standards/skills.

**MINOR:** An assignment or assessment that measures an individual learning target, standard, or subset of learning targets, standards, or skills within a unit.

**PRACTICE:** Daily assignments, observations, and/or engagement activities given in class or for homework to build pre-requisite skills, measure progress towards mastery of a learning target or standard, enrich, and/or remediate skills.

**Covered Topics in IB Bus Mgt**

**1<sup>st</sup> Semester**  
**Unit 1:** Business Organization & Environment  
**Unit 4:** Marketing  
**Unit 3:** Finance & Accounts Part 1  
**Unit IA:** Internal Assessment Part 1

**2<sup>nd</sup> Semester**  
**Unit 3:** Finance & Accounts Part 2  
**Unit 5:** Operations & Logistics  
**Unit 2:** Human Resources  
**Unit IA:** Internal Assessment - Completion  
**Unit 6:** Exam Prep

### Examinations in May 2023

**STANDARD LEVEL**

**Internal Assessment (Written Commentary)**

**25%**

A written commentary based on three to five supporting documents about a real or problem facing a particular organization. Candidates must pick a topic from the SL core syllabus. It consists of 1000-1500 words, to be internally assessed by the teacher and externally moderated by the IBO.

**External Assessment (Written Papers = 3 hours)**

**75%**

**Paper 1 (1.25 hours)** - Paper 1 is based on a case study issued in advance and will cover all 5 topics. (30%)

**Paper 2 (1.75 hours)** - Paper 2 will contain questions based on stimulus material with a quantitative element. (45%)

**Consequences for Behaviors:** **1<sup>st</sup> Infraction:** *Verbal Warning and loss of PD Points*  
**2<sup>nd</sup> Infraction:** *Take Home Detention and loss of PD Points*  
**3<sup>rd</sup> Infraction:** *Private Detention and loss of PD Points*  
**4<sup>th</sup> Infraction:** *Administrator Referral and loss of PD Points*

**AHS Common**

**Syllabus:** To view the AHS Common Syllabus, click [HERE](#).

**FCS District**

**Grading Policy** For more information on the district's updated grading policy and to view informational videos, click [HERE](#).

**Student Organization:** **The Future Business Leaders of America (FBLA)** is the student organization associated with the Business and Computer Science Department. Our chapter is affiliated with the state and national organizations and helps students develop leadership skills.

**Philosophy of the Alharetta High School Business & Computer Science Department**

We believe all students should have access to quality education that prepares them for a rewarding career. Students should be provided educational experiences to help them become effective problem-solvers with an emphasis on life-long learning in an increasingly interdependent world. We believe that students should be provided with programs of study for viable careers currently in demand using advanced technology to learn the technical expertise needed to become part of a skilled workforce. As educators, we must continue to be diligent in providing opportunities for all students to adapt to technological and social changes in order to meet the expanding needs of industry and business.

IB Business Management SL  
**SYLLABUS ACKNOWLEDGMENT**

\*\*\* *THIS SHEET IS TO BE TURNED IN – WRITE NEATLY!* \*\*\*

**Student Information:**

**Student Name:** \_\_\_\_\_

**Preferred Name:** \_\_\_\_\_

**Home Phone #:** \_\_\_\_\_ **Student Cell #:** \_\_\_\_\_

**Address:** \_\_\_\_\_

**City:** \_\_\_\_\_ **Zip Code:** \_\_\_\_\_

**Student Personal Email:** \_\_\_\_\_

**Special Information (anything about the needs or circumstances of your student I might need to know):**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Student**

Yes, I have read the syllabus and understand the requirements of the course. If I have any questions, I know how to contact the instructor. My signature serves as my acknowledgment.

\_\_\_\_\_  
**Student Signature**

\_\_\_\_\_  
**Date**

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**Parent Information:** For emergencies and required notices. **PLEASE PROVIDE ALL INFORMATION!!!!**

**Parent/Guardian Name:** \_\_\_\_\_

**Relationship (father, mother, aunt, etc.):** \_\_\_\_\_

**Parent Email:** \_\_\_\_\_

**Day Phone #:** \_\_\_\_\_ **Parent Cell #:** \_\_\_\_\_

**Sign here: YES,** my child actually got this home to me and I read it! If I have any concerns, I know to contact the instructor. This serves as acknowledgement of all information contained in the syllabus.

\_\_\_\_\_  
**Parent Signature**

\_\_\_\_\_  
**Date**