Dear Student/Parent:

Welcome to Economics of Business Ownership! This document will highlight course content and expectations to help ensure student success in the program. It is essential that the student and parent understand the class activities, requirements, and grading policies highlighted below. Please read it carefully and bring any concerns or questions to your instructor.

I. The class is divided into the following three components:

A. Classroom Instruction

This course is designed to help students with an entrepreneurial interest learn skills related to organization, planning, research, effective decision-making, and goal setting. Students develop business plans including research & development of ideas, product planning, operation, finance and marketing and gain practical experience by managing a student-run business. Students will also receive training in constructing resumes, employment applications, cover letters and references, in addition to interviewing skills and will complete a career portfolio to prepare for entry into the job market with a competitive edge. This class meets the UC "g" entrance requirement.

The course textbook is Glencoe/McGraw-Hill Entrepreneurship: Building a Business.

College Credit: This course is articulated with Chabot Community College. Students entering the class in the fall who complete both semesters with a grade of B or better may be eligible to receive 3 college credits. Students must submit both an online Chabot Application, as well as an online Career and Technology Education Management Application (CATEMA®) (within the 1st month of school). Step by step instructions can be found on class website. Students must also complete all necessary coursework and successfully pass the final exam. Students who have completed the above and worked 180 hours per semester (in Section IB), may also receive up to 4 additional college credits (for a total of 7 credits).

Business Academy Recognition: By completing this class, you may be on your way to Academy recognition! Students interested in this must complete an application and meet the criteria established. See Mrs. Raaker or your counselor for more information or check out Mrs. Raaker’s website.

B. Cooperative Work Experience

This course is a cooperative work-based class, in which the curriculum is directly associated with on-the-job experience. Students receive variable credits based on the number of "on-the-job" hours worked. Students work for 10-15 hours per week at approved sites in the Tri-Valley geographical area with their current job or internship; employment leads and guidance can be provided.

Note: Students that are unable to work will be provided with alternate work-based learning assignments to meet the course requirements.

C. DECA

DECA is a co-curricular Career and Technical Education program for emerging leaders and entrepreneurs pursuing careers in marketing, finance, hospitality, and management. Chartered by the California Department of Education and used in more than 3,500 schools throughout the world, DECA brings classroom learning to life through a robust mix of classroom curriculum tools, career development, competitions*, recognition programs, partnership opportunities, and leadership development experiences. In order to provide this opportunity for students, we must raise funds to pay for our DECA Chapter Affiliation/Program Curriculum. California law does not allow school districts to charge fees to students for curricular and/ or extracurricular activities. However, as you are aware, due to state budget cuts, there is no funding available for worthwhile opportunities such as this. Therefore, each year we ask for a voluntary, tax-deductible donation of $25** to help cover this expense. Please make checks payable to Tri-Valley ROP and submit with this completed contract. Parents are not required to make donations and student participation and the educational experience they receive are not dependent on financial contributions. DECA is affiliated with and the responsibility of Tri-Valley ROP and not PUSD. Foothill High School considers this request a voluntary donation.

* Eligibility criteria (including behavior, attendance, grades and teacher/administrator recommendation) must be met to participate in DECA conferences.
** If you are able (or your business wishes) to make a tax-deductible donation for an amount greater than the suggested $25, please feel free to do so and we will follow up with a donation receipt.

II. Student’s grades will be derived from the following

A. **Classwork:** (70%) Weighted at: 50% Projects/Assignments 20% Tests/Quizzes

• Class assignments (which may include vocabulary, concept worksheets, notebook checks, and tests)
• Individual/ group projects (to include ad campaign, industry partnership projects and/or other final projects)
• Portfolio work which includes work samples and other documentation to illustrate the student’s skills and abilities as it relates to a career in Marketing/Business.

All students will be required to participate in one class Community Service or Learn & Earn Project that will require attendance outside of class. Their responsibilities may include selling tickets, soliciting business donations and working at the event. This is a valuable hands-on experience in learning to apply business/marketing skills.

**Attendance Policy:** Good attendance is critical to success. Absences should be communicated in advance, when possible. Students have one week after returning from absences to complete make-up work (unless special arrangements are made with the instructor.) It is the responsibility of the student to check the classwork binder to find out what they missed and be sure it gets turned in for credit. Late work (without prior approval) or assignments missed due to unexcused absences will not be accepted.
B. Work Folder (10%)
Student is responsible for their work folder that includes employment forms, weekly time sheets (or article reviews), and paystubs*. This folder will also include other essential class forms such as this contract. A complete work folder checklist will be provided. Complete records are required by the state and are therefore mandatory to pass this class.

The state allows co-op students to claim from 1-15 hours per week with a minimum of 180 hours required to earn 10 credits for cooperative work experience each semester. Add this to the 5 credits they receive for regular class attendance and you have a total of 15 credits per semester. Hours must be recorded weekly in student work folder and verified by a paystub**. Reduced work hours or time without a job will result in fewer credits. Student must have a passing grade in the class to receive co-op credits.

**Alternative documentation may be accepted to verify hours, due special circumstances. See instructor for details.

C. Employer’s evaluation of student performance on the job on a quarterly basis. (20%) 10% per quarter
On-the-job training at student employment sites is a part of the curriculum and quarterly employer performance reviews are part of their grade.

If a student is not able to seek employment due to involvement in sports, academics, health issues or other personal reasons, a current “no job” contract (signed by parent/student) must be kept in his/her work folder. The students’ grade will then be derived solely from their classwork and work folder; the employer evaluation component of their grade will no longer count for or against them. If the student is eligible to resume working, the contract can be voided and the student will then be obligated to submit all work related requirements.

D. Extra Credit: (Up to 5%) (Maximum 200 pts.) Entered at the end of the semester
Approved extra credit options are posted on the class website and can significantly improve a student’s grade.

III. Parent Movie Permission
I plan to show two movies this year as part of the curriculum: The Insider (R) and Miss Representation (NR).

The Insider is an excellent film about Jeffrey Wigand, the tobacco-industry whistleblower whose testimony and interview with 60 Minutes ultimately led to the Master Settlement Agreement in 1998. Miss Representation is a documentary that offers a powerful, uncompromising look at how the mainstream media contribute to the under-representation of women in positions of power and influence in America. It's informative and enlightening and it could move teens -- both girls and boys -- to re-examine how they absorb the images presented to them. The film includes a social action campaign to address change in policy, education and call for socially responsible business.

If you do NOT wish for your child to see either of these films, please indicate below and an alternate assignment will be provided. By signing this contract without checking below, you are giving permission for your child to view the films.

I do NOT give my child permission to view: ____ The Insider OR ____ Miss Representation.

IV. Professional Business Expectations
Every effort is made to parallel what we do in the classroom with business practices/standards to help students develop a “real world” perspective on life outside of high school. Please review carefully the expectations below.

A. Students will be required to make many presentations in front of the class. For some this may be very scary but we will take gradual steps towards this goal & classmates are expected to be supportive and respectful at all times. Just like the business world, we take deadlines very seriously. In the event that an illness or emergency prevents a student from presenting on their scheduled day, they must notify the teacher in advance to be eligible for a make-up date, just as you would if you were meeting with a client in business.

B. Students will be asked to wear professional dress for presentations. If this presents a financial hardship, please see the teacher for assistance. Suggested professional outfit:
Men: Dress slacks, long sleeve shirt, tie, dress shoes, dark socks and a coordinating belt.
Woman: Dress pants or skirt, long-sleeve career blouse (no low cut), and dress shoes.

C. Students will be given the opportunity to work in groups on projects, but may opt to work independently on some tasks, if they choose so. If a student chooses to work as a group, they must do so at their own risk. It is advised that groups choose a project manager (PM), to help monitor team progress, and create a formal written action plan with the expectations and timelines for each team member’s contributions. Please be aware that each team member is responsible for completing the entire project and meeting all deadlines (regardless of any team member’s lack of contribution) so it is imperative that PM’s set reasonable benchmarks that allow for any unforeseen obstacles.

D. Students will need to create an account on Turnitin.com®, an Internet-based plagiarism-prevention service.
E. Students will be responsible for checking Google Classroom and teacher’s website regularly.
F. The following items are suggested supplies for the class.

1. A three ring binder, 1 inch (min.) with paper, for note taking and saving all handouts/assignments.
   It is the student’s responsibility to keep ALL of their work for notebook checks, test review & grading accuracy.
2. A portable flash drive (or Google drive) for storing documents and transporting to/from school.
3. Career portfolio supplies (such as a separate binder, sheet protectors & section dividers).
   Please note that whether or not a student can supply these items, materials can be provided for class use.

I have read, understand and consent to all expectations outlined in this class contract.

Please print student name

________________________________________
Student signature

Student email address

Please print parent name

________________________________________
Parent signature

Parent email address

Date