



Park Hill School District

Building Successful Futures • Each Student • Every Day

High School Innovate. Real. Entrepreneurship. Curriculum

Course Description: This course is for more than students interested in business. This is a course for designers, engineers, techies, writers, and all students interested in excelling in the 21st Century. Students will develop an entrepreneurial mindset, a mindset capable of critical thinking and problem solving in a fast-paced professional setting. Class participants will build a basic knowledge of various entrepreneurial ventures and create a profitable or non-profit business. Through field experiences and real-world projects, students will be exposed to different types of innovative entrepreneurial concepts, such as design thinking, rapid prototyping, and team-building. Students will also be challenged to identify and develop their personal professional strengths along with their innovative spirits.

Scope and Sequence:

Timeframe	Unit	Instructional Topics
2 Weeks	Mindset	Topic 1: Mindset Topic 2: Team Building
5 Weeks	Define a Problem & Start a Business	Topic 1: Design Thinking Topic 2: Industry/Customer Contacts Topic 3: Research/Current Trends
3 Weeks	Launch	Topic 1: Prototype Topic 2: Test/Pitch
4 Weeks	Marketing	Topic 1: Plan Topic 2: Logo Development Topic 3: Networking and Sales
4 Weeks	Management	Topic 1: Risk Management Topic 2: Building a Management Team Topic 3: Financials

Curriculum Revision Tracking

Spring, 2018

All Units:

- Updated ISTE Standards
- Updated Teaching Tolerance Standards

Unit 1: Mindset

Subject: Innovate. Real. Entrepreneurship.

Grade: 10-12

Name of Unit: Mindset

Length of Unit: 2 Weeks

Overview of Unit: In this unit we will be establishing the idea of an entrepreneurial mindset.

We will discuss the personality traits of an entrepreneur, the ability to deal with failure, communication and team building skill and problem-solving skills. We will discuss the advantages and disadvantages of being an entrepreneur. We will study successful entrepreneurs and see how they reached their potential. The unit will wrap up with the students participating in the MECA Challenge where each student's creativity and entrepreneurial mindset will be challenged and put to the test as they produce plans for actual entrepreneurs.

Priority Standards for unit:

- Use communications technologies/systems.
DESE.ENTREP.COMMUNICATIONSKILLS.16
- Explain and discuss the need for entrepreneurial discovery.
DESE.ENTREP.ENTREPSKILLS.1
- Determine and assess opportunities for venture creation. DESE ENTREP.
ENTREPSKILLS. 3
- Describe desirable entrepreneurial personality traits. DESE ENTREP. ENTREPSKILLS.
16
- Conduct self-assessment to determine entrepreneurial potential.
DESE.ENTREP.ENTREPSKILLS.20

Supporting Standards for unit:

- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- ISTE - GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

- TT.AB.I.3: Students will recognize that peoples’ multiple identities interact and create unique and complex individuals.
- TT.AB.I.4: Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom’s Taxonomy Levels	Webb’s DOK
communications technologies/systems	Use	Apply	3
the need for entrepreneurial discovery	Explain, Discuss	Analyze	3
opportunities for venture creation	Determine, Assess	Evaluate	4
desirable entrepreneurial personality traits	Describe	Analyze	2
self-assessment to determine entrepreneurial potential	Conduct	Evaluate	3

Essential Questions:

1. Why is it important for students to define the mindset of an entrepreneur?
2. How do team building activities help students work together?
3. Why is it important for students to attend the MECA Challenge?
4. How does the MECA Challenge prepare students to think like entrepreneurs?

Enduring Understanding/Big Ideas:

1. Students will know how an entrepreneur mindset helps in looking at business opportunities.
2. Students will understand how team building activities promote collaboration and help identify different strengths and weaknesses of people,
3. MECA Challenge will instill the mindset of an entrepreneur in students and give them their first experience in working in teams and solving problems within a deadline.
4. The MECA Challenge will help students gain an understanding of what it’s like to problem solve and work together in teams.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
<ul style="list-style-type: none"> • Entrepreneur • Franchise • Incorporation • Startup Business • Team Building 	

Resources for Vocabulary Development: Quality Tools

Topic 1: Mindset



Engaging Experience 1

Title: Definition of an Entrepreneur Mindset



Suggested Length of Time: 2 Days

Standards Addressed

Priority:

- Explain and discuss the need for entrepreneurial discovery.
- Describe desirable entrepreneurial personality traits.

Supporting:

- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Detailed Description/Instructions: Students will research what it means to think like an entrepreneur by doing the following:

1. Explore online definitions,
2. Reflect over personal experiences before the course, and
3. Be able to identify necessary changes in business activities.

Bloom's Levels: Analyze

Webb's DOK: 3



Engaging Experience 2

Title: Personal Reflection



Suggested Length of Time: 1 Day, Ongoing

Standards Addressed

Priority:

- Use communications technologies/systems.
- Conduct self-assessment to determine entrepreneurial potential.

Supporting:

- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- ISTE - GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

Detailed Description/Instructions: Students will create and maintain an ongoing web persona in the form of a blog (blogger, BlogSpot, WordPress). This will get them in the habit of presenting themselves in digital media forms as well as offering a chance for students to respond to teacher reflection prompts. Each week students will need to reflect on a topic given by the instructor. Throughout the semester students will continue to develop a journal to document their successes and failures as well as the process they went through to fully develop their business idea.

Bloom's Levels: Apply, Evaluate

Webb's DOK: 3, 3



Engaging Experience 3

Title: Entrepreneurship Experiences and Lessons Learned (Types of Entrepreneurs: Franchise, Buying Existing, etc.)

Suggested Length of Time: 2 Days

Standards Addressed

Priority:

- Explain and discuss the need for entrepreneurial discovery.

Supporting:

- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Detailed Description/Instructions: This activity is designed to have students research advantages and disadvantages of being an entrepreneur. Students will study traits of successful entrepreneurs. Students will also study the different avenues to start their own business and the advantages and disadvantages of each strategy. Students will learn about the different paths to becoming an entrepreneur by examining the following:

1. What it means to be an entrepreneur.
2. Risks and benefits of being an entrepreneur.
3. Common traits of entrepreneurs.
4. What is a franchise? Advantages/Disadvantages of a franchise.
5. What other models of business start-up are a possibility?

Bloom's Levels: Analyze

Webb's DOK: 3

Topic 2: Team Building



Engaging Experience 1

Title: Color Activity

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- Describe desirable entrepreneurial personality traits.

Supporting:

- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Detailed Description/Instructions: Students will take various personality tests to determine their different strengths and weaknesses. Becoming aware of their strengths and weaknesses will help students find and define their roles within a group/business. The teacher will facilitate a conversation surrounding the results of the personality assessments, and what roles students could see themselves working within a group. Students will also reflect on things like how different personalities/strengths/weaknesses complement one another or impede one another.

Example personality tests:

- <http://www.humanmetrics.com/cgi-win/jtypes2.asp>
- http://keirseey.com/4temps/overview_temperaments.asp
- <http://discpersonalitytesting.com/free-disc-test/>

Bloom's Levels: Describe

Webb's DOK: 2



Engaging Experience 2

Title: Building a Class Team

Suggested Length of Time: 2 Days

Standards Addressed

Priority:

- Describe desirable entrepreneurial personality traits.

Supporting:

- TT.AB.I.3: Students will recognize that peoples' multiple identities interact and create unique and complex individuals.
- TT.AB.I.4: Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.

Detailed Description/Instructions: The teacher will facilitate team building activities of their choice. At any point throughout the course, the teacher can refresh the class dynamic by implementing another team building activity. These activities help students identify strengths and weaknesses when working with others to accomplish a goal. Using teambuilding games and

activities, students will learn how to develop roles within the team and how to work together to accomplish a common goal. These activities will help students throughout the semester as they learn techniques in team building.

Websites for example team building activities:

- <https://www.huddle.com/blog/team-building-activities/>
- <http://wilderdom.com/games/InitiativeGames.html>

Bloom's Levels: Describe

Webb's DOK: 2

Engaging Scenario









Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)



MECA Challenge: Participation and Personal Reflections

This engaging scenario will allow students to meet and work with local entrepreneurs who are experiencing roadblocks to success. Students will be able to discuss the challenges with the entrepreneur and help to develop a solution to an actual problem for the business.

Students will work in small groups and compete against other groups to develop the best solution to the entrepreneur's challenge. Each group will present their solutions to the entire conference. Feedback will be given to each group. Prizes will be awarded to the group with the best and most feasible ideas. Students will leave the MECA Challenge with a sense of accomplishment of a task as well as the firsthand knowledge of the successes and failures of entrepreneurs.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Mindset	Definition of an Entrepreneur Mindset  	Students will research what it means to think like an entrepreneur by doing the following: <ol style="list-style-type: none"> 1. Explore online definitions, 2. Reflect over personal experiences before the course, and 3. Be able to identify necessary changes in business activities. 	2 Days
Mindset	Personal Reflection  	Students will create and maintain an ongoing web persona in the form of a blog (blogger, BlogSpot, WordPress). This will get them in the habit of presenting themselves in digital media forms as well as offering a chance for students to respond to teacher reflection prompts. Each week students will need to reflect on a topic given by the instructor. Throughout the semester students will continue to develop a journal to document their successes and failures as well as the process they went through to fully develop their business idea.	1 Day, Ongoing
Mindset	Entrepreneurship Experiences and Lessons Learned  	This activity is designed to have students research advantages and disadvantages of being an entrepreneur. Students will study traits of successful entrepreneurs. Students will also study the different avenues to starting their own business and the advantages and disadvantages of each strategy. Students will learn about the different paths to becoming an entrepreneur by examining the following: <ol style="list-style-type: none"> 1. What it means to be an entrepreneur. 2. Risks and benefits of being an entrepreneur. 3. Common traits of entrepreneurs. 4. What is a franchise? Advantages/Disadvantages of a franchise. 5. What other models of business start-up are a possibility? 	2 Days

<p>Team Building</p>	<p>Color Activity</p> 	<p>Students will take various personality tests to determine their different strengths and weaknesses. Becoming aware of their strengths and weaknesses will help students find and define their roles within a group/business. The teacher will facilitate a conversation surrounding the results of the personality assessments, and what roles students could see themselves working within a group. Students will also reflect on things like how different personalities/strengths/weaknesses complement one another or impede one another.</p> <p>Example personality tests:</p> <ul style="list-style-type: none"> • http://www.humanmetrics.com/cgi-win/jtypes2.asp • http://keirse.com/4temps/overview_temperaments.asp • http://discpersonalitytesting.com/free-disc-test/ 	<p>1 Day</p>
<p>Team Building</p>	<p>Building a Class Team</p> 	<p>The teacher will facilitate team building activities of their choice. At any point throughout the course, the teacher can refresh the class dynamic by implementing another team building activity. These activities help students identify strengths and weaknesses when working with others to accomplish a goal. Using teambuilding games and activities, students will learn how to develop roles within and team and how to work together to accomplish a common goal. These activities will help students throughout the semester as they learn techniques in team building.</p> <p>Websites for example team building activities:</p> <ul style="list-style-type: none"> • https://www.huddle.com/blog/team-building-activities/ • http://wilderdom.com/games/InitiativeGames.html 	<p>2 Days</p>

Unit 2: Define a Problem and Start a Business

Subject: Innovate. Real. Entrepreneurship.

Grade: 10 - 12

Name of Unit: Define a Problem and Start a Business

Length of Unit: 5 Weeks

Overview of Unit: In this unit students will start a business. They will begin the unit defining a problem and finding a way to create a business to solve that problem. Students will learn to develop their business using a design thinking model that will assist their creative process and development of a business plan. By the end of the unit students will be out in the community discussing their ideas with others in the industry.

Priority Standards for unit:

- Generate venture ideas. DESE. ENTREP. ENTREP SKILLS.5
- Explain methods to generate a product/service idea. DESE. ENTREP. MARKET RESEARCH.5
- Develop and/or provide product/service. DESE.ENTREP.BUSINESS CONCEPTS.3
- Determine issues and trends in business. DESE.ENTREP.BUSINESS CONCEPTS.8
- Determine the impact of small business/entrepreneurship on market economies. DESE.ENTREP.BUSINESS CONCEPTS.28
- Describe the need for and impact of ethical business practices. DESE.ENTREP.ETHICS.5

Supporting Standards for unit:

- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - INNOVATIVE DESIGNER.4: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
- ISTE - COMPUTATIONAL THINKER.5: Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
venture ideas	Generate	Create	2
methods to generate a product/service idea	Explain	Understand	1
product/service	Develop, Provide	Apply	2
issues and trends in business	Determine	Analyze	1
impact of small business/entrepreneurship on market economies	Determine	Analyze	3
need for and impact of ethical business practices	Describe	Evaluate	3

Essential Questions:

1. Why do we use a design thinking model as a part of starting a business?
2. How does research and problem definition play a role in entrepreneurship?
3. Why must a goal be defined for a new business idea?
4. Why must a business brainstorm all possibilities for a solution?
5. How can others in the industry be of assistance to your business?

Enduring Understanding/Big Ideas:

1. Design thinking model will give students structure to organize thoughts and plans for a new business.
2. Market research and problem definition is essential to start the process of planning a new business.
3. An overall goal or purpose of a business is essential to determine intended reason and future direction of the business.
4. Brainstorming allows for all potential ideas to be heard and considered as well as a resource for business owners to come back to if the original plans do not go as intended.
5. Students will lean on industry professionals to gain great advice and a deeper understanding of the industry perspective.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
<ul style="list-style-type: none"> ● Adding Value ● Business Ethics ● Empathy ● Feasibility 	

<ul style="list-style-type: none">● Ideate● Marketplace● Non Profit● Profit	
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Resources for Vocabulary Development: Quality Tools

Topic 1: Design Thinking



Engaging Experience 1

Title: Research: Empathy

Suggested Length of Time: 5 Days

Standards Addressed

Priority:

- Generate venture ideas.
- Explain methods to generate a product/service idea.

Supporting:

- ISTE - INNOVATIVE DESIGNER.4: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
- ISTE - COMPUTATIONAL THINKER.5: Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.

Detailed Description/Instructions: The teacher should begin this concept by sharing examples of different types of entrepreneurs, both big and small examples through use of YouTube, TV series (i.e. Shark Tank, Million Dollar Genius) and/or guest speakers. After sharing examples, the teacher should facilitate a conversation about the problems these entrepreneurs solved and hypothesize the cycles each entrepreneur took in refining their problem statement before landing on a tangible concept. Ultimately, the teacher must stress how the entrepreneur empathized with the problem and found others that empathized in a similar fashion.

The teacher will encourage students to think like entrepreneurs by showing the first part of a Shark Tank episode, and pausing it just before the sharks weigh in on their thoughts. The teacher would then ask the student to hypothesize on what they think the sharks might say or how they might react. After showing the rest of the episode, the teacher will ask students to reflect of the responses of the sharks. The goal for the teacher is to emphasize how the sharks made their points, and whether or not the sharks could empathize with the guests.

The teacher will ask students to think of a problem that they believe needs solved. After several ideas have been mentioned, the teacher will choose one scenario and work through the problem by asking questions about the feasibility of the solution. The goal is to see if students can answer questions revolving around their problem and whether or not their solution is one that could become a business opportunity. For example, students may want to start a specialty store (Lacrosse Sporting Goods). Until they can define the need of this store, including reasons why they currently do not exist (i.e. online shopping is cheaper, not enough clientele, too narrow of a focus, too expensive, etc.), students should consider exploring other options.

The teacher will then explain to students they will now begin their journey of becoming an entrepreneur by finding a problem to solve. The teacher will pose the statement: Think of a problem in the world that you want to solve that others would empathize with the problem. The

emphasis here is for the teacher to demonstrate that others and the student empathize with an issue. How students empathize is defined on an individual level as long as it can be well explained and corroborated by others. Students should brainstorm multiple concepts they want to solve and talk with classmates about proposed ideas. The teacher will encourage through the sharing process with classmates that students should continue to refine their problem they want to solve. They should also offer suggestions to other student's statements with the goal that each student will have one main concept they will move throughout the subsequent activities in solving.

Before narrowing to one concept, students should be encouraged to explore multiple concepts, both in their locus of control (i.e. homework organization) but also well outside their locus of control (i.e. global warming). Students should run with the concept that is most interesting to them and not land on the "easiest" problem to resolve. Throughout this activity, students should be researching their concept with authentic audiences of their customers (i.e. peers, family members, other students as well as Internet research) whether existing solutions to their problem exist. If so, is their proposed solution better, or has the opportunity to be better, than current existing solutions? Students ultimately need to understand how different problems may have different solutions that require varying entrepreneurial mindsets, tying back to their MECA challenge experience. This activity leads directly into the following Engaging Experience of defining and filling a need.

Bloom's Levels: Create, Understand

Webb's DOK: 2



Engaging Experience 2

Title: Define & Vetting

Suggested Length of Time: 5 Days

Standards Addressed

Priority:

- Generate venture ideas
- Develop and/or provide product/service.

Supporting:

- ISTE - INNOVATIVE DESIGNER.4: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
- ISTE - COMPUTATIONAL THINKER.5: Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.

Detailed Description/Instructions: The purpose of this activity is to have students concisely and explicitly define their problem statement and explain how it fills a need, through addressing the following: 1) problem statement, 2) purpose and goals (empathy), 3) research supporting

their idea, and 4) how it fills a need not currently being met. These four components make up the student's problem statement.

These problem statements will be used to move throughout the next multiple weeks until "Launch Date," Unit Three. Therefore, teachers should take time to coach students in large group as well as individually on refining a problem statement that is finite and approachable. For example, starting a Lacrosse store because sporting stores do not offer high-end quality supplies is too large of a problem. A better problem statement may be: I will provide quality consulting of Lacrosse supply to families. However, this problem statement would also need to address points 2 - 4, above. This example is only highlighting the importance of a concise problem statement (point #1).

Individually, each student must be able to present their problem statement to the class through a vetting process that includes the four components above. Students should continue refining their problem and how it fills a need until two-thirds of the class gives the student a thumbs-up to proceed. Throughout this cycle, students are encouraged to work with classmates and others in a genuine fashion. It is encouraged the teacher makes a big deal out of approved concepts with public recognition, reward, etc.

Students will vet their ideas through the class and receive two-thirds approval before having an idea they can move forward on. This should be done over a week's period. Any time a student feels he or she is ready to vet their idea through the class, including the problem statement, they may call the class to a voting session. After students present their idea, the class should make their statement stronger by asking questions and finding holes in their argument. The teacher will need to be very careful how this process is set up and remind continuously that students are in a safe environment with their ultimate focus on making each product better, and that the class as a whole is a support team. In addition, it will be important to discuss that failure is an option and part of this process.

The teacher should also be very aware of individual student's level of frustration and approach these situations with a caring approach. Once a student's idea has been "approved," they are to work with other classmates to get their ideas defined and approved through the vetting process.

Bloom's Levels: Create, Understand

Webb's DOK: 2



Engaging Experience 3

Title: Ideate/Brainstorming



Suggested Length of Time: 3 Days

Standards Addressed

Priority:

- Explain methods to generate a product/service idea
- Determine issues and trends in business.

Supporting:

- ISTE - INNOVATIVE DESIGNER.4: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
- ISTE - COMPUTATIONAL THINKER.5: Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.

Detailed Description/Instructions: The goal of this experience is to figure out how to take their defined problems and create a business. The teacher needs to guide the students through a brainstorming activity using quality tools for students to come up with as many solutions to their problem statement as possible. Students are encouraged to use any resource at their disposal, including student, teacher or staff interviews. Students are to research their different ideas to determine the best possible direction for their business. Although students are working independently, they should work as a team to support each other and offer feedback along this journey. Students should add to their journal about their experience throughout this process of brainstorming and researching about their ideas.

It is possible that the defined problem is solved by buying a franchise, considering non-profit opportunities, or even buying an existing business. These options should be considered closely within the brainstorming activity. Students have to consider how their business adds value to the market. They also need to think about what sets their business apart from others, and why potential customers would be willing to buy their product.

Bloom's Levels: Understand, Analyze

Webb's DOK: 1

Topic 2: Industry/Customer Contacts



Engaging Experience 1

Title: Industry Contacts



Suggested Length of Time: 5 Days

Standards Addressed

Priority:

- Determine the impact of small business/entrepreneurship on market economies.
- Describe the need for and impact of ethical business practices.

Supporting:

- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Detailed Description/Instructions: Students will develop industry contacts in the community/workplace that can listen to potential changes/solutions. Their contacts will assess viability of their ideas/solutions and discuss business market options. Students should connect with at least two to three professional contacts. The more professionals they reach out the better for their product and ideas. From there, students will need to journal and reflect on their feedback from the industry contact.

The teacher will need to facilitate multiple conversations throughout this process, including where to find and how to connect to professionals in the field. They will need to facilitate conversations about feedback that is not positive. Furthermore, teachers need to be ready to tell a student that their idea may not be feasible, and that the student may need to explore another solution, essentially starting the process back at Empathy.

Bloom's Levels: Analyze, Evaluate

Webb's DOK: 3



Engaging Experience 2

Title: Customer Contacts

Suggested Length of Time: 4 Days

Standards Addressed

Priority:

- Determine the impact of small business/entrepreneurship on market economies.
- Describe the need for and impact of ethical business practices.

Supporting:

- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Detailed Description/Instructions: Students will identify customer needs by talking to their potential customers. This could include students, friends outside school, co-workers, family

members, strangers, etc. They will identify customer complaints with regard to the industry and determine interest in the new product/service. From there, students will need to journal and reflect on their feedback from potential customers. Feedback will be used to help determine if the idea is worth pursuing. Feedback can also be used to refine the idea to make it more marketable to customer/clients.

The teacher should consider stopping the class to have discussions over the last three experiences and journaling to give students a chance to debrief as well as provide feedback to each other's products. These conversations could take place in multiple formats - large group, small group, or via discussion board.

Bloom's Levels: Analyze, Evaluate

Webb's DOK: 3

Topic 3: Research/Current Trends



Engaging Experience 1

Title: Research: Examples in the Marketplace

Suggested Length of Time: 1 Day, Ongoing

Standards Addressed

Priority:

- Determine issues and trends in business.
- Describe the need for and impact of ethical business practices.

Supporting:

- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Detailed Description/Instructions: Every Friday (once a week for the entire semester) students will research some real world entrepreneurs. Students will see how entrepreneurs started and developed their business as well as addressed challenges and failures along the way.

Assignments can be one of the following and will include:

1. Students will research an entrepreneur/business to present to class their history and experiences. Presentations should include at minimum the history and start of the business. What problem did the business solve? How did they get from startup to success? What challenges and failures did they face?
2. Watch a video (Shark Tank, The Profit, Million Dollar Genius, Blue Collar Millionaire, Restaurant Startup, How I Made My Millions, etc.) and have students complete a journal on what they learned and what their takeaway is from this video.

Every Friday a different entrepreneur will be presented to class. After each presentation, the teacher should consider making connections to previous experiences as well as where the course is headed.

Bloom's Levels: Analyze, Evaluate

Webb's DOK: 1, 3


Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)


Students will reflect on their findings regarding industry and customer contacts, and determine whether or not to proceed with this particular business idea. This can be a written document used to conference with the teacher regarding how to proceed or whether or not to begin again.


Students will work in small groups (3 or 4) and utilize a worksheet which gives group members the opportunity to screen their idea. This gives the student some additional feedback of their idea before they pitch it to the whole class.


Summary of Engaging Learning Experiences for Topics



Topic	Engaging Experience Title	Description	Suggested Length of Time
Design Thinking	Research: Empathy 	<p>The teacher should begin this concept by sharing examples of different types of entrepreneurs, both big and small examples through use of YouTube, TV series (i.e. Shark Tank, Million Dollar Genius) and/or guest speakers. After sharing examples, the teacher should facilitate a conversation about the problems these entrepreneurs solved and hypothesize the cycles each entrepreneur took in refining their problem statement before landing on a tangible concept. Ultimately, the teacher must stress how the entrepreneur empathized with the problem and found others that empathized in a similar fashion.</p> <p>The teacher will encourage students to think like entrepreneurs by showing the first part of a Shark Tank episode, and pausing it just before the sharks weigh in on their thoughts. The teacher would then ask the student to hypothesize on what they think the sharks might say or how they might react. After showing the rest of the episode, the teacher will ask students to reflect of the responses of the sharks. The goal for the teacher is to emphasize how the sharks made their points, and whether or not the sharks could empathize with the guests.</p> <p>The teacher will ask students to think of a problem that they believe needs solved. After several ideas have been mentioned, the teacher will choose one scenario and work through the problem by asking questions about the feasibility of the solution. The goal is to see if students can answer questions revolving around their problem and whether or not their solution is one that could</p>	5 Days

		<p>become a business opportunity. For example, students may want to start a specialty store (Lacrosse Sporting Goods). Until they can define the need of this store, including reasons why they currently do not exist (i.e. online shopping is cheaper, not enough clientele, too narrow of a focus, too expensive, etc.), students should consider exploring other options.</p> <p>The teacher will then explain to students they will now begin their journey of becoming an entrepreneur by finding a problem to solve. The teacher will pose the statement: Think of a problem in the world that you want to solve that others would empathize with the problem. The emphasis here is for the teacher to demonstrate that others and the student empathize with an issue. How students empathize is defined on an individual level as long as it can be well explained and corroborated by others. Students should brainstorm multiple concepts they want to solve and talk with classmates about proposed ideas. The teacher will encourage through the sharing process with classmates that students should continue to refine their problem they want to solve. They should also offer suggestions to other student’s statements with the goal that each student will have one main concept they will move throughout the subsequent activities in solving.</p> <p>Before narrowing to one concept, students should be encouraged to explore multiple concepts, both in their locus of control (i.e. homework organization) but also well outside their locus of control (i.e. global warming). Students should run with the concept that is most interesting to them and not land on the “easiest” problem to resolve. Throughout this activity, students should be researching their concept with authentic audiences of their customers (i.e. peers, family members, other students as well as Internet</p>	
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		<p>research) whether existing solutions to their problem exist. If so, is their proposed solution better, or has the opportunity to be better, than current existing solutions? Students ultimately need to understand how different problems may have different solutions that require varying entrepreneurial mindsets, tying back to their MECA challenge experience. This activity leads directly into the following Engaging Experience of defining and filling a need.</p>	
<p>Design Thinking</p>	<p>Define & Vetting</p> 	<p>The purpose of this activity is to have students concisely and explicitly define their problem statement and explain how it fills a need, through addressing the following: 1) problem statement, 2) purpose and goals (empathy), 3) research supporting their idea, and 4) how it fills a need not currently being met. These four components make up the student’s problem statement. These problem statements will be used to move throughout the next multiple weeks until “Launch Date,” Unit Three. Therefore, teachers should take time to coach students in large group as well as individually on refining a problem statement that is finite and approachable. For example, starting a Lacrosse store because sporting stores do not offer high-end quality supplies is too large of a problem. A better problem statement may be: I will provide quality consulting of Lacrosse supply to families. However, this problem statement would also need to address points 2 - 4, above. This example is only highlighting the importance of a concise problem statement (point #1).</p> <p>Individually, each student must be able to present their problem statement to the class through a vetting process that includes the four components above. Students should continue refining their problem and how it fills a need until two-thirds of the class gives the student a thumbs-up to</p>	<p>5 Days</p>

		<p>proceed. Throughout this cycle, students are encouraged to work with classmates and others in a genuine fashion. It is encouraged the teacher makes a big deal out of approved concepts with public recognition, reward, etc.</p> <p>Students will vet their ideas through the class and receive two-thirds approval before having an idea they can move forward on. This should be done over a week’s period. Any time a student feels he or she is ready to vet their idea through the class, including the problem statement, they may call the class to a voting session. After students present their idea, the class should make their statement stronger by asking questions and finding holes in their argument. The teacher will need to be very careful how this process is set up and remind continuously that students are in a safe environment with their ultimate focus on making each product better, and that the class as a whole is a support team. In addition, it will be important to discuss that failure is an option and part of this process.</p> <p>The teacher should also be very aware of individual student’s level of frustration and approach these situations with a caring approach. Once a student’s idea has been “approved,” they are to work with other classmates to get their ideas defined and approved through the vetting process.</p>	
<p>Design Thinking</p>	<p>Ideate / Brainstorming</p> 	<p>The goal of this experience is to figure out how to take their defined problems and create a business. The teacher needs to guide the students through a brainstorming activity using quality tools for students to come up with as many solutions to their problem statement as possible. Students are encouraged to use any resource at their disposal, including student, teacher or staff interviews. Students are to research their different ideas to</p>	<p>3 Days</p>

		<p>determine the best possible direction for their business. Although students are working independently, they should work as a team to support each other and offer feedback along this journey. Students should add to their journal about their experience throughout this process of brainstorming and researching about their ideas.</p> <p>It's possible that the defined problem is solved by buying a franchise, considering non-profit opportunities, or even buying an existing business. These options should be considered closely within the brainstorming activity. Students have to consider how their business adds value to the market. They also need to think about what sets their business apart from others, and why potential customers would be willing to buy a their product.</p>	
<p>Industry/ Customer Contacts</p>	<p>Industry Contacts</p> 	<p>Students will develop industry contacts in the community/workplace that can listen to potential changes/solutions. Their contacts will assess viability of their ideas/solutions and discuss business market options. Students should connect with at least two to three professional contacts. The more professionals they reach out the better for their product and ideas. From there, students will need to journal and reflect on their feedback from the industry contact.</p> <p>The teacher will need to facilitate multiple conversations throughout this process, including where to find and how to connect to professionals in the field. They will need to facilitate conversations about feedback that is not positive. Furthermore, teachers need to be ready to tell a student that their idea may not be feasible, and that the student may need to explore another solution, essentially starting the process back at Empathy.</p>	<p>5 Days</p>

<p>Industry/ Customer Contacts</p>	<p>Customer Contacts</p> 	<p>Students will identify customer needs by talking to their potential customers. This could include students, friends outside school, co-workers, family members, strangers, etc. They will identify customer complaints with regard to the industry and determine interest in the new product/service.</p> <p>From there, students will need to journal and reflect on their feedback from potential customers.</p> <p>Feedback will be used to help determine if the idea is worth pursuing. Feedback can also be used to refine the idea to make it more marketable to customer/clients.</p> <p>The teacher should consider stopping the class to have discussions over the last three experiences and journaling to give students a chance to debrief as well as provide feedback to each other's products. These conversations could take place in multiple formats - large group, small group, or via discussion board.</p>	<p>4 Days</p>
<p>Research: Current Trends</p>	<p>Research: Examples in the Marketplace</p> 	<p>Every Friday (once a week for the entire semester) students will research some real world entrepreneurs. Students will see how entrepreneurs started and developed their business as well as addressed challenges and failures along the way. Assignments can be one of the following and will include:</p> <ol style="list-style-type: none"> 1. Students will research an entrepreneur/business to present to class their history and experiences. Presentations should include at minimum the history and start of the business. What problem did the business solve? How did they get from startup to success? What challenges and failures did they face? 2. Watch a video (Shark Tank, The Profit, Millionaire Genius, Blue Collar Millionaire, Restaurant Startup, How I Made My Millions, etc.) and have students complete a journal on what they learned and what their takeaway is from this video. 	<p>1 Day, Ongoing</p>

		Every Friday a different entrepreneur will be presented to class. After each presentation, the teacher should consider making connections to previous experiences as well as where the course is headed.	
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Unit 3: Launch

Subject: Innovate. Real. Entrepreneurship.

Grade: 10 - 12

Name of Unit: Launch

Length of Unit: 3 Weeks

Overview of Unit: In this unit students will develop their solutions to defined problems by using the business model canvas. They will also pitch their ideas to classmates and community members in a competition style environment. From all the ideas, the teacher (with input from students) will select the top five ideas. Individuals then become groups and work to refine the business concept.

Priority Standards for unit:

- Write persuasive messages. DESE. ENTREP. COMM SKILLS.3
- Demonstrate negotiation skills. DESE. ENTREP. COMM SKILLS.23
- Exhibit passion for goal attainment. DESE. ENTREP. ENTREP SKILLS.15
- Determine underlying customer needs/frustrations. DESE. MARKET RESEARCH.4
- Determine product/service to fill customer need. DESE. MARKET RESEARCH.7
- Determine initial feasibility of product/service ideas. DESE. MARKET RESEARCH.8
- Develop strategies to position product/services. DESE. MARKET RESEARCH.12

Supporting Standards for unit:

- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - INNOVATIVE DESIGNER.4: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- TT.AB.I.4: Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
persuasive messages	Write	Create	3
negotiation skills	Demonstrate	Apply	3

passion for goal attainment	Exhibit	Apply	2
underlying customer needs/frustrations	Determine	Understand	3
product/service to fill customer need	Determine	Analyze	3
initial feasibility of product/service ideas	Determine	Evaluate	3
strategies to position product/services	Develop	Create	4

Essential Questions:

1. How does the business model canvas help students prioritize elements of their business ideas?
2. How does pitching a business idea help students assess the validity of their ideas?
3. Why is personal reflection beneficial for students after pitching their idea?

Enduring Understanding/Big Ideas:

1. Students will utilize the benefit of the business model canvas to help them organize a business pitch.
2. Students will gather feedback from their peers to see if the pitched idea is one worth pursuing.
3. Students will reflect on the experience of pitching a business so they can determine if it was successful, or not.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
<ul style="list-style-type: none"> ● Prototype ● Sales Presentation ● Test Market 	<ul style="list-style-type: none"> ● Business Model Canvas

Resources for Vocabulary Development: Quality Tools

Topic 1: Prototype



Engaging Experience 1

Title: Business Model Canvas

Suggested Length of Time: 5-6 Days

Standards Addressed

Priority:

- Exhibit passion for goal attainment.
- Determine initial feasibility of product/service ideas.
- Develop strategies to position product/services.

Supporting:

- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Detailed Description/Instructions: Students will organize their concept from Units One and Two in order to pitch the business idea to classmates. The business model canvas will be used to help them think about the different parts to their concept. The Business Model Canvas will be given to each student and they will need to work to add details to their business idea and feasibility. This tool will assist them as they develop their pitch to the class about their business. As students work through the Business Model Canvas they will discover items they did not originally think of and they will now need to address each issue. This tool will allow students to walk through the process of developing their entire business and put a solid plan in place. The teacher will facilitate the discussion and instructions on each part of the Business Model Canvas. The teacher should begin talking about their pitches and begin building excitement for Launch Day.

Bloom's Levels: Apply, Evaluate, Create

Webb's DOK: 2, 3, 4

Topic 2: Test/Pitch



Engaging Experience 1

Title: Launch Day



Suggested Length of Time: 3-4 Days

Standards Addressed

Priority:

- Write persuasive messages.
- Demonstrate negotiation skills.
- Determine product/service to fill customer need.
- Determine initial feasibility of product/service ideas.

Supporting:

- ISTE - INNOVATIVE DESIGNER.4: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.

Detailed Description/Instructions: As students prepare for their pitches to the class, the teacher will facilitate a class discussion on what they are looking for in the pitches. The instructor will guide the discussion in what the criteria should be. The discussion should lead towards creativity, feasibility, etc. From there the class will determine the grading rubric they will use to analyze the pitches.

Shark Tank Pitches! Students will develop their sale pitch and try to persuade their classmates to take interest and support their business model. The classroom will be set up in a “Shark Tank” style and all students will be sitting in the audience. It may add some value to have a few community members sitting in on the pitches. The teacher should also consider having the class meet that day in an alternative location (i.e.- District Office, Auditorium, local business, etc.) to provide a more professional experience. Each student will need to come up to the front of the classroom and pitch their idea. Each pitch will last no longer than three minutes and students will have limited visual aids. Remind students that this is a competition. Only the best ideas will move forward in this class!

After hearing all available pitches, students will grade all the pitches using the criteria and rubric the class developed. At the end of this step, students will have a ranking for all the pitches based on their grading rubric. Students will engage in a voting process, discovering pros and cons of each available idea in an effort to figure out where students will find themselves with regard to going forward with pitch ideas. Students will vote on the best pitch, which will be revealed after the reflection, outlined below.

Bloom’s Levels: Create, Apply

Webb’s DOK: 3, 3



Engaging Experience 2

Title: Pitch Reflection

Suggested Length of Time: 2-3 Days

Standards Addressed

Priority:

- Determine underlying customer needs/frustrations.

Supporting:

- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Detailed Description/Instructions: Students will reflect on their individual pitch and determine, in a written document, if their idea has a chance for success. This will be an entry in their blog. Students need to reflect and answer the following questions. What went well in the pitch? What needed to be improved? Do you see any ways to improve the product or the pitch? After hearing all the pitches, do you think your idea is one of the top 5? Why or why not?

The teacher could extend this reflection and have students reflect over the other pitches they heard and identify a few of the ideas they would like to work on.

Bloom's Levels: Understand

Webb's DOK: 3



Engaging Experience 3

Title: Team Development

Suggested Length of Time: 2-3 Days

Standards Addressed

Priority:

- Determine product/service to fill customer need.
- Determine initial feasibility of product/service ideas.

Supporting:

- TT.AB.I.4: Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.

Detailed Description/Instructions: The teacher should come up with a fun and respectful way to announce the top five business ideas, which will become the projects students work on for the remainder of the course.

At this point, students who did not have their business voted in the top five will need to join a team. Students will create new teams and develop their roles and contributions to a business idea that, likely, was not their own. This team will be the team they work for the rest of the semester. The teacher should outline expectations for developing these teams such as size limits, assessing strengths they have to offer products, etc. No students should be left to work individually.

After the teams are formed, the teacher will facilitate a team building activity to build team dynamics, see Unit One, Topic Two, Engaging Experience Two for examples. The teacher can facilitate a discussion for smaller groups to discuss in terms of strengths, weaknesses, functionality, etc.

Bloom's Levels: Analyze

Webb's DOK: 3

Engaging Scenario 4-5 days






Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)


In the Engaging Scenario students will be working with their newly formed team.

1. Original idea creator will go into greater detail of business idea and the business model canvas with their new team.
2. The team begins to assign roles for the company and outline how they will function as a coherent group.
3. The team will present the following information to the class:
 - a. Redefinition of the business concept after the group discussion;
 - b. Roles each team member will play on the team; and
 - c. First things “to do” moving forward. Each team member must have an assignment.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Prototype	Business Model Canvas 	Students will organize their concept from Units One and Two in order to pitch the business idea to classmates. The business model canvas will be used to help them think about the different parts to their concept. The Business Model Canvas will be given to each student and they will need to work to add details to their business idea and feasibility. This tool will assist them as they develop their pitch to the class about their business. As students work through the Business Model Canvas they will discover items they did not originally think of and they will now need to address each issue. This tool will allow students to walk through the process of developing their entire business and put a solid plan in place. The teacher will facilitate the discussion and instructions on each part of the Business Model Canvas. The teacher should begin talking about their pitches and begin building excitement for Launch Day.	5-6 Days
Test/ Pitch	Launch Day 	As students prepare for their pitches to the class, the teacher will facilitate a class discussion on what they are looking for in the pitches. The instructor will guide the discussion in what the criteria should be. The discussion should lead towards creativity, feasibility, etc. From there the class will determine the grading rubric they will use to analyze the pitches.	3-4 Days

		<p>Shark Tank Pitches! Students will develop their sale pitch and try to persuade their classmates to take interest and support their business model. The classroom will be set up in a “Shark Tank” style and all students will be sitting in the audience. It may add some value to have a few community members sitting in on the pitches. The teacher should also consider having the class meet that day in an alternative location (i.e.- District Office, Auditorium, local business, etc.) to provide a more professional experience. Each student will need to come up to the front of the classroom and pitch their idea. Each pitch will last no longer than three minutes and students will have limited visual aids. Remind students that this is a competition. Only the best ideas will move forward in this class!</p> <p>After hearing all available pitches, students will grade all the pitches using the criteria and rubric the class developed. At the end of this step, students will have a ranking for all the pitches based on their grading rubric. Students will engage in a voting process, discovering pros and cons of each available idea in an effort to figure out where students will find themselves with regard to going forward with pitch ideas. Students will vote on the best pitch, which will be revealed after the reflection, outlined below.</p>	
Test/ Pitch	Pitch Reflection 	Students will reflect on their individual pitch and determine, in a written document, if their idea has a chance for success. This will be an entry in their blog. Students need to reflect and answer the following questions. What went well in the pitch?	2-3 Days

		<p>What needed to be improved? Do you see any ways to improve the product or the pitch? After hearing all the pitches, do you think your idea is one of the top 5? Why or why not?</p> <p>The teacher could extend this reflection and have students reflect over the other pitches they heard and identify a few of the ideas they would like to work on.</p>	
Test/ Pitch	<p>Team Development</p> 	<p>The teacher should come up with a fun and respective way to announce the top five business ideas, which will become the projects students work on for the remainder of the course.</p> <p>At this point, students who did not have their business voted in the top five will need to join a team. Students will create new teams and will develop their roles and contributions to a business idea that, likely, was not their own. This team will be the team they work for the rest of the semester. The teacher should outline expectations for developing these teams such as size limits, assessing strengths they have to offer products, etc. No students should be left to work individually.</p> <p>After the teams are formed, the teacher will facilitate a team building activity to build team dynamics, see Unit One, Topic Two, Engaging Experience Two for examples. The teacher can facilitate a discussion for smaller groups to discuss in terms of strengths, weaknesses, functionality, etc.</p>	2-3 Days

Unit 4: Marketing

Subject: Innovate. Real. Entrepreneurship.

Grade: 10-12

Name of Unit: Marketing

Length of Unit: 4 Weeks

Overview of Unit: In this unit students will develop a marketing plan for their business. Each team will conduct a SWOT Analysis for their business. They will use that research to develop a marketing mix and eventually a marketing plan. In this unit team will also create a brand identity for their business. This includes a brand name, logo, website and related materials. Teams will also start developing social media, community ties and networking opportunities in the marketplace.

Priority Standards for unit:

- Determine unique selling propositions. DESE. MARKET RESEARCH. 11
- Build brand/image. DESE. MARKET RESEARCH. 13
- Explain the concept of marketing strategies. DESE. MARKET RESEARCH. 20
- Conduct SWOT Analysis. DESE.ENTREP.MARKETING MNGT PROMOTION.1
- Develop marketing plan. DESE.ENTREP.MARKETING MNGT PROMOTION.4
- Determine customer/client needs. DESE.ENTREP.MARKETING MNGT PROMOTION.24

Supporting Standards for unit:

- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - INNOVATIVE DESIGNER.4: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
- ISTE - COMPUTATIONAL THINKER.5: Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
unique selling propositions	Determine	Analyze	3
brand/image	Build	Create	3
concept of marketing strategies	Explain	Understand	3
SWOT Analysis	Conduct	Apply	1
marketing plan	Develop	Create	3
customer/client needs	Determine	Analyze	3

Essential Questions:

1. Why is a marketing plan essential to the success of any business?
2. How does logo development and branding play a part in the success of the business?
3. How do entrepreneurs network with potential customers and industry professionals?

Enduring Understanding/Big Ideas:

1. Students will write a marketing plan for their business.
2. Students will create logo and a brand for their company in order create a concise and consistent message.
3. Students will create networks with customers using social media, websites, professional organizations and community events.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
<ul style="list-style-type: none"> ● Branding ● Clientele ● Marketing Plan ● Networking ● Place ● Price ● Product ● Promotion 	

Resources for Vocabulary Development: Quality Tools

Topic 1: Plan



Engaging Experience 1

Title: SWOT Analysis



Suggested Length of Time: 3 Days

Standards Addressed

Priority:

- Conduct SWOT Analysis.

Supporting:

- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - COMPUTATIONAL THINKER.5: Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Detailed Description/Instructions: Students will work with their group members to complete a presentation about the SWOT of their business. Each group member will individually conduct a SWOT analysis. The team will work together to create recommendations for the company based on what they learned in the SWOT Analysis. This process is best utilized when students take time to locate resources, and find multiple examples.

1. Each group member will research the strengths, weaknesses, opportunities, and threats of their business ideas. The teacher will facilitate conversations about evaluating competing businesses and assessing the strategies used by them.
2. Students will then pair with another person from a different group. The students will take turns presenting the details of their group's business. After the presentations, the students will then conduct a SWOT of the other business. It's important that the students do not divulge information about their own SWOT. The purpose of this pairing is to allow another person's SWOT to initiate from their own opinions and thoughts.
3. Students will seek out an adult to conduct a brief presentation of their SWOT, and their peer's SWOT. The purpose of this is to gain an adult's perspective of what they like/dislike about the business. Afterwards, the student will have 3 perspectives (their own, a peer's, & an adult's) to share out in the group SWOT analysis.
4. Groups will reconvene to discuss their SWOT and also the SWOT from the pairing. From this, the group will conduct a SWOT on the business. It's important that each point is debated and considered (you wouldn't want one group member to dismiss another's point without discussion).

5. When the final SWOT is completed, group members need to make recommendations for their companies.

Bloom's Levels: Apply

Webb's DOK: 1

Rubric: *SWOT Analysis:* Company:

- Internal Strengths (25 Points)
- Internal Weaknesses (25 Points)
- External Opportunities (25 Points)
- External Threats (25 Points)
- Recommendations for your company (50 points)
- TOTAL POINTS: _____/ 150



Engaging Experience 2

Title: 4 Ps Marketing

Suggested Length of Time: 2 Days

Standards Addressed

Priority:

- Develop marketing plan.
- Determine customer/client needs.

Supporting:

- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Detailed Description/Instructions: Students will research place, price, and promotion opportunities for their business ideas. They will also refine the specifics of the product or service the business will offer. The teacher will facilitate conversations about correctly identifying customers' needs and wants. Students need to think deeply about their decisions and evaluate the 4 P's so their business idea has the potential to be realized. By using the SWOT Analysis created in Engaging Experience 1, each team will need to use the 4 P's of marketing to make decisions for their company and create a marketing mix. There will be a three step process to complete this task.

1. Each student in the team will work individually to make decisions and create a marketing mix based on their own ideas.
2. Each student will present their marketing mix decisions to their team.
3. The team will work together and collaborate in order to create a marketing mix for their business moving forward.

Bloom's Levels: Analyze

Webb's DOK: 3

Rubric:

I. Target Market _____/25

a. Explanation of market	
II. Product Decisions	_____ /25
a. Describe your product	
III. Price Decisions	_____ /25
a. What are you going to price the product?	
IV. Place Decisions	_____ /25
a. Where will you distribute your product?	
V. Promotion Decisions	_____ /25
a. How will you promote your product?	
Total Points	_____ /125



Engaging Experience 3

Title: Marketing Plan



Suggested Length of Time: 4 Days

Standards Addressed

Priority:

- Develop marketing plan.
- Determine customer/client needs.

Supporting:

- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Detailed Description/Instructions: A marketing plan is a formal written document that directs a company’s activities for a specific period of time. Each team will need to create a marketing plan for their business. In this document each team will lay out specifics of their plan moving forward. As students move through this plan they will see that many parts of the marketing plan have been completed in previous experiences. The purpose of this plan is to analyze their company and environment, create objectives for the business, develop marketing strategies, organize and specify the implementation of the plan and finally create an evaluation program for the plan. After the marketing plan has been written each team will need to turn in the marketing plan and give a presentation to the class.

Bloom’s Levels: Create, Analyze

Webb’s DOK: 3

Rubric:

I. Executive Summary	_____ /5
II. Situation Analysis	_____ /25
a. SWOT Analysis	

III.	<ul style="list-style-type: none"> <i>b.</i> Environmental Scan 	_____	/15
	<ul style="list-style-type: none"> <i>a.</i> Company's Mission <i>b.</i> Marketing Objectives <i>c.</i> Financial Objectives 		
IV.	<ul style="list-style-type: none"> Marketing Strategies 	_____	/25
	<ul style="list-style-type: none"> <i>a.</i> Position and Point of Difference <i>b.</i> Marketing Mix (4 P's) <ul style="list-style-type: none"> <i>i.</i> Product <i>ii.</i> Price <i>iii.</i> Place <i>iv.</i> Promotion 		
V.	<ul style="list-style-type: none"> Implementation 	_____	/15
	<ul style="list-style-type: none"> <i>a.</i> Organization <i>b.</i> Activities and Responsibilities <i>c.</i> Timetables 		
VI.	<ul style="list-style-type: none"> Evaluation and Control 	_____	/10
	<ul style="list-style-type: none"> <i>a.</i> Performance Standards and Measurements <ul style="list-style-type: none"> <i>i.</i> Marketing Objectives <i>ii.</i> Financial Objectives <i>iii.</i> Marketing Mix Strategies <i>b.</i> Corrective Action 		
VII.	<ul style="list-style-type: none"> Appendix/Bibliography 	_____	/5
TOTAL POINTS _____			/100

Topic 2: Logo Development



Engaging Experience 1

Title: Web Design/Branding

Suggested Length of Time: 4 Days

Standards Addressed

Priority:

- Build brand/image.
- Determine unique selling propositions.

Supporting:

- ISTE - INNOVATIVE DESIGNER.4: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.

Detailed Description/Instructions: Students will create a website using a free online program (i.e. - Weebly or google sites) or they can develop their own or have a programmer develop one for them. The objective is to have an interactive site for customers to learn more about their business and product/service. The use of script applications, and template manipulation will enable students to create informative pages that support their business.

The purpose of branding is to represent your company's reputation through the conveyance of attributes, values, purpose, strengths, and passions. Students will use software to create logos in order to develop a brand image for their business. Teachers will facilitate conversations about branding, and the need to tailor a business' image towards its clientele. Students have to consider who the target audience/customers are for their product and develop a brand that resonates with them.

Bloom's Levels: Create, Analyze

Webb's DOK: 3

Topic 3: Networking and Sales



Engaging Experience 1

Title: Potential Customers

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- Determine customer/client needs

Detailed Description/Instructions: Students will seek out customers to see if there is interest in the product or service being offered, and whether or not potential customers would be willing to pay for it. Students can survey their peers, talk to parents or relatives, or visit local businesses about their brand. Quality feedback about their marketing plan and brand is the expectation. In this experience students will need to take the following steps:

1. Develop a research tool (survey, questionnaire, etc.) to determine the demand for a business product or service.
2. Each group member will interview at least three individuals who fit their target market.
3. Each group will compile and analyze the data they collected.
4. Each group will make adjustments to product or marketing plan as needed.

Bloom's Levels: Analyze

Webb's DOK: 3



Engaging Experience 2

Title: Networking Ties

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- Determine unique selling propositions.
- Determine customer/client needs.

Supporting:

- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Detailed Description/Instructions: Referencing Units 1 - 3, the teacher will connect all networking components students experienced thus far including social media, professional organizations and community events. The extension to this concept is learning to expand their brand through customer recommendations and word of mouth. In this experience teams will complete the following tasks:

1. Create social media pages that they determine are necessary for their business to develop demand and a customer database.

2. Find professional and civic organizations they can be a part of in order to network with community members and potential customers.
3. Find community events the business can be a part of for publicity for the business.

Bloom's Levels: Analyze

Webb's DOK: 3

Engaging Scenario






Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)



Students will reflect on reasons for selecting their logo. Discussions will include research, rationale behind creating their initial brand, and anticipated reaction from the public. Students will reflect on their conversations with people outside the classroom. They will incorporate those conversations into the reasons why they feel optimistic about their businesses opportunities. Also, the conversations may lead to the opinion that the business opportunity is not viable, and there's a need to revisit the business and make a determination of starting over with the steps in Unit 3. In this experience, each team will discuss with the class their successes, failures, changes and updated direction of the business. This is a discussion that will be led by the instructor and each group will learn from the others.


If students have determined they need to shift their focus, the teacher will work independently with groups to recycle through the processes of starting a business using a new model. Students will have to redefine the problem and work through other ways to solve it. They would need to explore other avenues of making that idea sellable to customers.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Plan	SWOT Analysis 	<p>Students will work with their group members to complete a presentation about the SWOT of their business. Each group member will individually conduct a SWOT analysis. The team will work together to create recommendations for the company based on what they learned in the SWOT Analysis. This process is best utilized when students take time to locate resources, and find multiple examples.</p> <ol style="list-style-type: none"> 1. Each group member will research the strengths, weaknesses, opportunities, and threats of their business ideas. The teacher will facilitate conversations about evaluating competing businesses and assessing the strategies used by them. 2. Students will then pair with another person from a different group. The students will take turns presenting the details of their group's business. After the presentations, the students will then conduct a SWOT of the other business. It's important that the students do not divulge information about their own SWOT. The purpose of this pairing is to allow another person's SWOT to initiate from their own opinions and thoughts. 3. Students will seek out an adult to conduct a brief presentation of their SWOT, and their peer's SWOT. The purpose of this is to gain an adult's perspective of what they like/dislike about the business. Afterwards, the student will have 3 perspectives (their own, a peer's, & an adult's) to share out in the group SWOT analysis. 	3 Days

		<p>4. Groups will reconvene to discuss their SWOT and also the SWOT from the pairing. From this, the group will conduct a SWOT on the business. It's important that each point is debated and considered (you wouldn't want one group member to dismiss another's point without discussion).</p> <p>5. When the final SWOT is completed, group members need to make recommendations for their companies.</p>	
Plan	<p>4 P's of Marketing</p> 	<p>Students will research place, price, and promotion opportunities for their business ideas. They will also refine the specifics of the product or service the business will offer. The teacher will facilitate conversations about correctly identifying customers' needs and wants. Students need to think deeply about their decisions and evaluate the 4 P's so their business idea has the potential to be realized. By using the SWOT Analysis created in Engaging Experience 1, each team will need to use the 4 P's of marketing to make decisions for their company and create a marketing mix. There will be a three step process to complete this task.</p> <ol style="list-style-type: none"> 1. Each student in the team will work individually to make decisions and create a marketing mix based on their own ideas. 2. Each student will present their marketing mix decisions to their team. 3. The team will work together and collaborate in order to create a marketing mix for their business moving forward. 	2 Days
Plan	<p>Marketing Plan</p> 	<p>A marketing plan is a formal written document that directs a company's activities for a specific period of time. Each team will need to create a marketing plan for their business. In this document each team will lay out specifics of their plan moving forward. As students move through this plan they will see that many parts of the marketing plan have been</p>	4 Days

		<p>completed in previous experiences. The purpose of this plan is to analyze their company and environment, create objectives for the business, develop marketing strategies, organize and specify the implementation of the plan and finally create an evaluation program for the plan. After the marketing plan has been written each team will need to turn in the marketing plan and give a presentation to the class.</p>	
<p>Logo Development</p>	<p>Web Design/ Branding</p> 	<p>Students will create a website using a free online program (i.e. - Weebly or google sites) or they can develop their own or have a programmer develop one for them. The objective is to have an interactive site for customers to learn more about their business and product/service. The use of script applications, and template manipulation will enable students to create informative pages that support their business.</p> <p>The purpose of branding is to represent your company's reputation through the conveyance of attributes, values, purpose, strengths, and passions. Students will use software to create logos in order to develop a brand image for their business.</p> <p>Teachers will facilitate conversations about branding, and the need to tailor a business' image towards its clientele. Students have to consider who the target audience/customers are for their product and develop a brand that resonates with them.</p>	<p>4 Days</p>
<p>Networking and Sales</p>	<p>Potential Customers</p> 	<p>Students will seek out customers to see if there is interest in the product or service being offered, and whether or not potential customers would be willing to pay for it. Students can survey their peers, talk to parents or relatives, or visit local businesses about their brand. Quality feedback about their marketing plan and brand is the expectation. In this experience students will need to take the following steps:</p>	<p>1 Day</p>

		<ol style="list-style-type: none"> 1. Develop a research tool (survey, questionnaire, etc.) to determine the demand for a business product or service. 2. Each group member will interview at least three individuals who fit their target market. 3. Each group will compile and analyze the data they collected. 4. Each group will make adjustments to product or marketing plan as needed. 	
Networking and Sales	Networking Ties 	Referencing Units 1 - 3, the teacher will connect all networking components students experienced thus far including social media, professional organizations and community events. The extension to this concept is learning to expand their brand through customer recommendations and word of mouth. In this experience teams will complete the following tasks: <ol style="list-style-type: none"> 1. Create social media pages that they determine are necessary for their business to develop demand and a customer database. 2. Find professional and civic organizations they can be a part of in order to network with community members and potential customers. 3. Find community events the business can be a part of for publicity for the business. 	1 Day

Unit 5: Management

Subject: Innovate. Real. Entrepreneurship.

Grade: 10-12

Name of Unit: Management

Length of Unit: 4 Weeks

Overview of Unit: The management unit is constructed to help students learn about identifying risk, building a team structure, peer evaluation, and creating financial information for the business.

Priority Standards for unit:

- Determine financing needed to start a business. DESE. FINANCIAL STATEMENTS.6
- Interpret financial statements. DESE. FINANCIAL STATEMENTS. 16
- Determine factors affecting business risk. DESE. LEGAL INTELL. PROP/RISK MGMT. 1
- Make decisions. DESE.ENTREP.MANAGEMENT.9
- Assess risks. DESE.ENTREP.MANAGEMENT.12
- Participate as a team member. DESE.ENTREP.MANAGEMENT.23

Supporting Standards for unit:

- ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- TT.AB.I.4: Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
financing needed to start a business	Determine	Analyze	3
financial statements	Interpret	Analyze	2
factors affecting business risk	Determine	Understand	3
decisions	Make	Apply	2

risks	Assess	Evaluate	3
as a team member	Participate	Apply	2

Essential Questions:

1. Why is it important for students to determine the different risks associated with their business concept?
2. How can an organizational chart help student teams define responsibilities?
3. Why is it important for student teams to create spreadsheets outlining revenues and expenses?

Enduring Understanding/Big Ideas:

1. Identifying the risks of a business can help students prepare for expenses, and minimize losses. By having a clear understanding of risk management you can better prepare yourself for success.
2. Students will use organizational charts to help them define responsibilities for each team member. It is imperative that each team member has knowledge of their defined role in the business so they have a clear focus of their responsibilities.
3. Students need to be informed of the revenues and expenses a business could produce. This information will be helpful in determining the viability of the business.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
<ul style="list-style-type: none"> ● Delegate ● Insurance ● LLC ● Patent ● Risk 	

Resources for Vocabulary Development: Quality Tools

Topic 1: Risk Management

Engaging Experience 1

Title: Risk Identification

Suggested Length of Time: 2 Days

Standards Addressed

Priority:

- Determine factors affecting business risk.
- Assess risks.

Detailed Description/Instructions: Teams need to identify risks associated with their businesses. The teacher will facilitate conversations about what risks to the businesses sustainability and profitability exist. Discussions about personal risk to all involved in the business exist as well. Teams will explore the idea of incorporation to separate personal assets from business assets.

Each group will:

1. List all risks (personal and business) that exist with this business.
2. Determine how they will reduce or eliminate each risk.
3. Determine the costs and expenses, if any, associated with that method of risk management.

Bloom's Levels: Understand, Evaluate

Webb's DOK: 3

Engaging Experience 2

Title: Insurance, Licensing, Permits & Incorporation

Suggested Length of Time: 2 Days

Standards Addressed

Priority:

- Determine factors affecting business risk.

Supporting:

- TT.AB.I.4: Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.

Detailed Description/Instructions: In Engaging Experience 1, students listed risks to themselves personally and their business. They determined ways to minimize those risks and costs associated with that solution. Now, teams will need to determine what they need to start the business and follow the laws and regulations of the area in which they operate. Teams will determine how to minimize risks for them individually and as a business.

Teams will need to determine the following. Each team will present their findings from Engaging Experience 1 and 2 to the class. Feedback will be welcome from the class as a way to make sure they didn't overlook anything. This should include: Insurance Needs, Licensure Needs, Permits Required, and is incorporation necessary?

Bloom's Levels: Understand

Webb's DOK: 3

Topic 2: Building a Management Team



Engaging Experience 1

Title: Management Structure



Suggested Length of Time: 2 Days

Standards Addressed

Priority:

- Make decisions.
- Participate as a team member.

Supporting:

- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Detailed Description/Instructions: Teams will develop an organizational chart to help delegate responsibilities. Each team will need to do some research in organizational charts and management structures. From there, they will need to determine what model fits their teams most efficiently and develop a hard copy of the organizational chart. The chart could include potential new team members if the need exists. Each team will share with the class and ask pose a question for debate to the class. They will need to adjust the organizational chart where necessary. Last, students will reflect on their choices for identifying which students will fill certain roles.

Bloom's Levels: Apply, Apply

Webb's DOK: 2



Engaging Experience 2

Title: Peer Evaluation

Suggested Length of Time: 2 Days

Standards Addressed

Priority:

- Participate as a team member.

Supporting:

- TT.AB.I.4: Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.

Detailed Description/Instructions: Students will complete a peer evaluation on each member of their team. The class will research peer evaluations or employee evaluations. As a class they will put together a peer evaluation each team will use as a management tool when evaluating their team members. Each team member should evaluate their peers as well as perform self-evaluation. After all the evaluations have been completed the instructor will collect and review the overall performance of students. The instructor will give feedback to each student about their individual performance review using peer review, self-reflections and teacher evaluations.

Bloom's Levels: Apply

Webb's DOK: 2

Topic 3: Financials

Engaging Experience 1

Title: Statements

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- Interpret financial statements.

Detailed Description/Instructions: The scope of these financial statements is not to teach accounting. Rather, students will do their best to estimate potential revenues and expenses. Students should estimate revenues based off the research they did in Unit 4 Marketing. From that research, it should be established if there is a need for the product or service, and how much people would be willing to pay for it. Students should also do best case, and worst case scenario projections. Likewise, students need to project expenses for the business. They will be able to calculate fixed expenses, and should also estimate unforeseen expenses to some degree. As with any start up, students should explore how they will fund their business for initial startup.

Bloom's Levels: Analyze

Webb's DOK: 2



Engaging Experience 2

Title: Investments / Break Even



Suggested Length of Time: 2 Days

Standards Addressed

Priority:

- Determine financing needed to start a business.

Supporting:

- ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Detailed Description/Instructions: Using the statements from Engaging Experience 1 students will determine the break-even point for their business. From there they will determine what to do with the profits. For example, pay salaries, reinvest in the company or use a mix of both. Students will create a plan to increase their business efficiency.

Students will create a multimedia presentation for the class, including:

- Determine a monthly break-even point by estimating total expenses
- Determine where any profits will go (i.e. salaries, invest in business, etc.)?
- Create a plan to reduce expenses and increase efficiency.

Bloom's Levels: Analyze
Webb's DOK: 3



Engaging Experience 3

Title: Patents

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- Determine financing needed to start a business.

Supporting:

- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Detailed Description/Instructions: Students will determine the components and purposes behind a patent. Students will reflect if they have a patentable business model or idea? The teacher will help the student locate the appropriate resources for pursuing a patent. If possible, it would be helpful to have a patent attorney review information about cost, division of equity, partnership creation and any other legal issues that come with a start-up.

Bloom's Levels: Analyze

Webb's DOK: 3

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

In this Engaging Scenario each team will report on what is going to happen to this business and what they learned in this process. Each team will present to their class and outside “investors” that will be brought in for the presentations.



Presentation will need to include the following items:




1. Story of development
2. Purpose/Goal of business
3. Marketing Plan
4. Management Structure
5. Future Plans

In the second part of the Engaging Scenario students will participate in a Socratic Seminar. In this discussion students will discuss what they learned in their time in this class. Topics include, lessons learned about entrepreneurship, pros and cons of entrepreneurship, challenges of entrepreneurship, challenges of working with a team, challenges of this class and business creation and is it a career path for me.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Risk Management	Risk Identification	<p>Teams need to identify risks associated with their businesses. The teacher will facilitate conversations about what risks to the businesses sustainability and profitability exist. Discussions about personal risk to all involved in the business exist as well. Teams will explore the idea of incorporation to separate personal assets from business assets.</p> <p style="text-align: center;">Each group will:</p> <ol style="list-style-type: none"> 1. List all risks (personal and business) that exist with this business. 2. Determine how they will reduce or eliminate each risk. 3. Determine the costs and expenses, if any, associated with that method of risk management. 	2 Days
Risk Management	Insurance, Licensing, Permits & Incorporation	<p>In Engaging Experience 1, students listed risks to themselves personally and their business. They determined ways to minimize those risks and costs associated with that solution. Now, teams will need to determine what they need to start the business and follow the laws and regulations of the area in which they operate. Teams will determine how to minimize risks for them individually and as a business.</p> <p>Teams will need to determine the following. Each team will present their findings from Engaging Experience 1 and 2 to the class. Feedback will be welcome from the class as a way to make sure they didn't overlook anything. This should include: Insurance Needs, Licensure Needs, Permits Required, and is incorporation necessary?</p>	2 Days

<p>Building a Management Team</p>	<p>Management Structure</p> 	<p>Teams will develop an organizational chart to help delegate responsibilities. Each team will need to do some research in organizational charts and management structures. From there, they will need to determine what model fits their teams most efficiently and develop a hard copy of the organizational chart. The chart could include potential new team members if the need exist. Each team will share with the class and ask pose a question for debate to the class. They will need to adjust the organizational chart where necessary. Last, students will reflect on their choices for identifying which students will fill certain roles.</p>	<p>2 Days</p>
<p>Building a Management Team</p>	<p>Peer Evaluation</p> 	<p>Students will complete a peer evaluation on each member of their team. The class will research peer evaluations or employee evaluations. As a class they will put together a peer evaluation each team will use as a management tool when evaluating their team members. Each team member should evaluate their peers as well as perform self-evaluation. After all the evaluations have been completed the instructor will collect and review the overall performance of students. The instructor will give feedback to each student about their individual performance review using peer review, self-reflections and teacher evaluations.</p>	<p>2 Days</p>
<p>Financials</p>	<p>Statements</p>	<p>The scope of these financial statements is not to teach accounting. Rather, students will do their best to estimate potential revenues and expenses. Students should estimate revenues based off the research they did in Unit 4 Marketing. From that research, it should be established if there is a need for the product or service, and how much people would be willing to pay for it. Students should also do best case, and worst case scenario projections. Likewise, students need to project expenses for the business. They will be able to calculate fixed expenses, and</p>	<p>1 Day</p>

		should also estimate unforeseen expenses to some degree. As with any start up, students should explore how they will fund their business for initial startup.	
Financials	Investments / Break Even  	<p>Using the statements from Engaging Experience 1 students will determine the break-even point for their business. From there they will determine what to do with the profits. For example, pay salaries, reinvest in the company or use a mix of both. Students will create a plan to increase their business efficiency.</p> <p>Students will create a multimedia presentation for the class, including:</p> <ul style="list-style-type: none"> ● Determine a monthly break-even point by estimating total expenses ● Determine where any profits will go (i.e. salaries, invest in business, etc.)? ● Create a plan to reduce expenses and increase efficiency. 	2 Days
Financials	Patents 	<p>Students will determine the components and purposes behind a patent. Students will reflect if they have a patentable business model or idea? The teacher will help the student locate the appropriate resources for pursuing a patent. If possible, it would be helpful to have a patent attorney review information about cost, division of equity, partnership creation and any other legal issues that come with a start-up.</p>	1 Day

Unit of Study Terminology

Appendices: All Appendices and supporting material can be found in this course's shell course in the District's Learning Management System.

Assessment Leveling Guide: A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

Big Ideas/Enduring Understandings: Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

Engaging Experience: Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

Engaging Scenario: This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

Essential Questions: Engaging, open-ended questions that teachers can use to engage students in the learning.

Priority Standards: What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

Supporting Standards: Additional standards that support the learning within the unit.

Topic: These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

Unit of Study: Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

Unit Vocabulary: Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.

Symbols:



This symbol depicts an experience that can be used to assess a student's 21st Century Skills using the rubric provided by the district.



This symbol depicts an experience that integrates professional skills, the development of professional communication, and/or the use of professional mentorships in authentic classroom learning activities.