

Entrepreneurship & Marketing

CURRICULUM/CONTENT AREA	COURSE LENGTH
IT/ENTREPRENEURSHIP	Semester, Alternating Days (45 days) - repeatable
GRADE LEVEL	DATE LAST REVIEWED
7-8	2022
PREREQUISITE(s) if applicable	BOARD APPROVAL DATE
N/A	11/15/2022
PRIMARY RESOURCE if applicable	
Defined Learning/Defined Careers	

DESIRED RESULTS

COURSE DESCRIPTION AND PURPOSE
What unique perspectives do young entrepreneurs bring to finding solutions? Explore the aspects of designing an entrepreneurial business venture from ideation, plan, pitch, and launch. Using the design thinking process and application of business concepts, students learn entrepreneurship skills such as problem-solving, critical thinking, collaboration, adaptability, and creativity. The class culminates with the launch of a student-designed business!

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<i>Students will understand that...</i>	<i>Students will keep considering...</i>
Creativity, innovation, and critical thinking are essential for success in a technologically advanced world.	Why is creativity and innovation important? How is creativity and innovation used in [name of career pathway]?
	How do teams efficiently and effectively solve problems in an increasingly complex world?
	What strategies and processes can I use to become a more effective creator, thinker and problem solver?
The ability to communicate and collaborate with people with diverse backgrounds and perspectives is key to participation in a global economic society.	Why is communication and collaboration important? How do positive work behaviors and personal qualities impact communication and collaboration?
	What is effective teamwork? What strategies can I use/teams use to work better together? How can perspectives and experiences of a diverse group develop innovative solutions to a given problem?
Career and technical education provides pathways to high-demand, high-wage career opportunities, and personal fulfillment.	Why is career and life readiness important? What jobs and careers are available to meet individual and societal needs locally, regionally, and nationally?
	How might technical knowledge and skills influence one's employability and advancement opportunities within various work settings?
	What are employability skills? How do I prepare myself for a career that is in demand now and in 5, 10, or 20 years from now?

PRIORITY CAREER & TECHNICAL STANDARDS
Students will be skilled at...

Creativity, Critical Thinking, Communication and Collaboration
4C2: Students will formulate and defend judgments and decisions by employing critical thinking skills.
 a: I develop effective resolutions for a given problem, decision or opportunity using available information.
 b: I develop and implement a resolution for a new situation using personal knowledge and experience.

Career Development
CD4: Students will identify and apply employability skills.
 a: I identify and demonstrate positive work behaviors and personal qualities needed to be employable.
 b: I demonstrate skills related to seeking and applying for employment to find and obtain a desired job.
 c: I identify and exhibit traits for retaining employment.
 d: I develop positive relationships with others.

Information, Media, Technology

IMT1: Students will access, interpret and evaluate information from a variety of sources in order to inform and support premises, arguments, decisions, ideas and initiatives.

- a: I choose appropriate sources of data and information for a given purpose.
- b: I determine the relevance, validity and timeliness of data and information.
- c: I select relevant information necessary for making decisions and solving problems
- d: I apply data and information to communicate ideas and create new opportunities.

PRIORITY CONTENT STANDARDS

Students will know...

Standard: BIT.EN2: Students will analyze the concepts and processes associated with successful entrepreneurial performance.

Unit 5: Going Live		
STAGE 1: Desired Unit Results <i>What will students understand as a result of the unit?</i>		STAGE 2: Assessment Evidence <i>By what criteria will performances of understanding be assessed? Through what authentic performance tasks will students demonstrate the desired unit results?</i>
ESSENTIAL QUESTION (s) <i>What thought-provoking questions will foster inquiry, understanding, and transfer of learning?</i>		Success Criteria with Standards <i>The criteria for evaluating performance on standards is constant.</i>
Why is creativity and innovation important? How is creativity and innovation used in Business Management & Administration and Marketing Career Clusters?		CTE standards-based Rubric: Throughout course, students and teachers use rubric for communication of success criteria, reflection,
PRIORITY CAREER & TECHNICAL STANDARDS & Learning Targets		Performance Tasks Options/ Assessment Strategies by Standard <i>Students may be given options to show their learning in varied ways.</i>
Career Development CD4: Students will identify and apply employability skills.		
	CD4.b.4.m: I can compare and contrast personal attributes with employment needs and trends.	Students will make a t-chart to determine personal attributes vs employability skills of a future employee. They will create a job posting to hire an employee to work in their new entrepreneurial endeavor.
Information, Media, Technology IMT1: Students will access, interpret and evaluate information from a variety of sources in order to inform and support premises, arguments, decisions, ideas and initiatives.		
b: I determine the relevance, validity and timeliness of data and information.	IMT1.b.6.m: I can analyze various sources of data and information for relevance, validity and timeliness.	Students can survey class members about best practices for marketing their product or service and take collected data to create a marketing plan/one pager.
c: I select relevant information necessary for making decisions and solving problems	IMT1.c.4.m: I can contrast the appropriateness of data and information from different sources for different purposes.	
CONTENT STANDARDS & Learning Targets		Performance Tasks Options/ Assessment Strategies by Standard <i>Students may be given options to show their learning in varied ways.</i>
Standard: BIT.EN2: Students will analyze the concepts and processes associated with successful entrepreneurial performance.	EN2.b: I can formulate a plan to in delve into an entrepreneurial venture now or in the future.	Students will showcase their entrepreneurial portfolio and receive feedback from peers as well as an outside entity (community member, alternate teacher, administration, parent, LAUNCH student etc.)
	EN2.c: I can integrate the management of the many facets of business into an entrepreneurial venture (i.e., finance, human resources, operations, marketing, etc.).	
Stage 3: Learning Activities		
<i>A brief summary of the key learning activities- How will students build knowledge & develop skills? How will learning be relevant, accessible, and engaging? How will the learning unfold in a natural flow?</i>		
GUIDING UNIT QUESTIONS	STRATEGIES/ACTIVITIES	RESOURCES/MATERIALS
<i>Using Costas' Level of Thinking, what questions will hook and hold students so that they develop a deep understanding of the desired results? The guiding questions are more topic-specific to the particular unit. They guide the exploration of the essential questions and rigor of the standards. This may include questions that guide project based/ problem based learning</i>	<i>What learning strategies and experiences will authentically engage students so that they gain understanding the desired results? This includes strategies and activities that help learners acquire targeted knowledge and skills, make meaning of important ideas, and transfer their learning to new situations. Consider how the learning will be tailored and flexible to address the interests and learning styles of all students.</i>	<i>This includes an applicable textbooks, software, industry recognized certification software/tools, subscriptions (such asPLTW), etc.</i>
How will you market your product or service to obtain the highest level of visibility and adherence to your business plan?	Journal/Portfolio	Defined Learning website- Entrepreneur performance task
How will you ensure that your product is well recieved by your intended market?	Quickwrite	career-based videos
What are roadblocks to consider when developing a marketing plan?	Graphic Organizer	optional community speakers
	Focused Note-taking	John Spencer's Design Thinking- LAUNCH Cycle
	Building academic language and vocabulary	Various readings from U.S. Small Business Association
		Students will determine the mostshowcase their portfolio of work as an entrepreneur and create

Priority Standards	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Creativity, Critical Thinking, Communication and Collaboration 4C2: Students will formulate and defend judgments and decisions by employing critical thinking skills. a: I develop effective resolutions for a given problem, decision or opportunity using available information. b: I develop and implement a resolution for a new situation using personal knowledge and experience.	x	x	x	x	
Career Development CD4: Students will identify and apply employability skills. a: I identify and demonstrate positive work behaviors and personal qualities needed to be employable. b: I demonstrate skills related to seeking and applying for employment to find and obtain a desired job. c: I identify and exhibit traits for retaining employment. d: I develop positive relationships with others.	x	x	x	x	x
Information, Media, Technology IMT1: Students will access, interpret and evaluate information from a variety of sources in order to inform and support premises, arguments, decisions, ideas and initiatives. a: I choose appropriate sources of data and information for a given purpose. b: I determine the relevance, validity and timeliness of data and information. c: I select relevant information necessary for making decisions and solving problems d: I apply data and information to communicate ideas and create new opportunities.		x	x		x
Standard: BIT.EN2: Students will analyze the concepts and processes associated with successful entrepreneurial performance.	x	x	x	x	x