

# Unit 4: Communication and Entrepreneurship

## Invention Convention

15 Classes

*Rev. September 2023*

### Essential Questions

- How do inventors clearly summarize why a consumer/user should buy or use the invention?
- How will you clearly communicate the key characteristics that make the invention valuable, usable, and unique?

### Enduring Understandings with Unit Goals

**EU 1:** The inventor's prototype should clearly communicate the key characteristics that make the invention valuable, usable, and unique.

- Inventors pitch their products to potential investors to gain and/or grow their businesses.

**EU 2:** Inventors use logbooks to reveal the inventor's journey through the invention process.

- Challenges should be documented, as well as multiple iterations of design. The research done by the inventor should be noted throughout the log.

**EU 3:** Inventors should be able to communicate the steps they went through during the invention process and the challenges they encountered while completing that process.

- Presentation should be informative and precise.

### Standards

#### Common Core State Standards

- CCSS.ELA-LITERACY.CCRA.SL.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- CCSS.ELA-LITERACY.CCRA.SL.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- CCSS.ELA-LITERACY.CCRA.SL.4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- CCSS.ELA-LITERACY.CCRA.SL.6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

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- CCSS.ELA-LITERACY.CCRA.R.5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- CCSS.ELA-LITERACY.W.8.6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

### Next Generation Science Standards

- **MS-ETS1-1 Engineering Design** Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.
- **NGSS.SEP.1:** Asking questions and defining problems.
- **NGSS.SEP.2:** Developing and using models.
- **NGSS.SEP.7:** Engaging in argument from evidence.
- **NGSS.SEP.8:** Obtaining, evaluating, and communicating information.

### ISAAC Vision of the Graduate Competencies

**Competency 1:** Write effectively for a variety of purposes.

**Competency 2:** Speak to diverse audiences in an accountable manner.

**Competency 3:** Develop the behaviors needed to interact and contribute with others on a team.

**Competency 4:** Analyze and solve problems independently and collaboratively.

**Competency 5:** Be responsible, creative, and empathetic members of the community.

### Unit Content Overview

- Speak Out
- Intent to Present
- Designing Your Logo
- Applying For A Patent
- Enter The Shark Tank

### Daily Learning Objectives with Do Now Activities

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### Students will be able to...

- Communicate clearly to their peers and teachers.
- Market their products using persuasive and audience-appropriate language and vocabulary.
- Self evaluate their presentation based on the Invention Process Rubric

### Instructional Strategies/Differentiated Instruction

- Daily Warm Up Activities
- Lecture slides with note-taking
- Flexible grouping
- Exit slips
- Graphic Organizers
- Creating authentic connections for students
- Rephrasing and restatement of information and concepts
- Student use of headphones
- Independent reading
- Outlining of text
- Determining central ideas, paraphrasing
- Laboratory Experiences

### Assessments

#### **FORMATIVE ASSESSMENTS:**

- Exit slips
- Do Now Activities
- Reflections
- Self assessment
- Peer Review

#### **SUMMATIVE ASSESSMENTS:**

- Log Books
- EU Quizzes
- Unit Task - Invention Process Rubric

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- Unit Test
- Tri-fold poster board

### Unit Task

**Unit Task Name:** Enter the Shark Tank

**Description:** Students have 5 minutes to propose their idea for the sharks to invest in. Students will convince their audience why their product is worth investing into and how their product benefits society (EU 1 & 3).

### Unit Resources

- Chromebook
- Internet Access
- PowerPoint
- Invention Logs for each student
- Connecticut Invention Convention Website
- Communication Video