

**Description**

Entrepreneurship facilitates the process of creating a business. Students will learn the startup process of a business while developing a product or service to be offered within the community. Students will utilize skills acquired through PSB to problem-solve, brainstorm, network, reflect, collaborate, manage time, and communicate.

Enrollment for the capstone course is contingent upon an invitation from a PSB instructor. Students from other disciplines may enroll if they have previously developed a product or service.

**Scope and Sequence**

<b>Timeframe</b>	<b>Unit</b>	<b>Instructional Topics</b>
Ongoing	Problem Identification	<ol style="list-style-type: none"> <li>1. Business Organization</li> <li>2. Research Previous Attempted Solutions to Problem</li> <li>3. What makes a problem worth solving?</li> <li>4. How do we determine if the problem is solvable?</li> <li>5. What do successful people do when they experience a problem?</li> <li>6. How do we determine the core of a multi-faceted problem?</li> </ol>
Ongoing	Solution Generation	<ol style="list-style-type: none"> <li>1. Brainstorming</li> <li>2. What do successful people do when they experience a problem?</li> </ol>
Ongoing	Solution Selection	<ol style="list-style-type: none"> <li>1. Presentation</li> <li>2. Collaboration</li> <li>3. What do successful people do when they experience a problem?</li> </ol>
Ongoing	Develop Plan	<ol style="list-style-type: none"> <li>1. Team Building and Collaboration</li> <li>2. Networking</li> <li>3. Marketing Plan</li> <li>4. Business Plan</li> <li>5. What do successful people do when they experience a problem?</li> </ol>
Ongoing	Develop Control Method/Evaluation	<ol style="list-style-type: none"> <li>1. Develop a control method to determine if the solution is successful.</li> <li>2. What do successful people do when they experience a problem?</li> </ol>
Ongoing	Act. Learn. Build.	<ol style="list-style-type: none"> <li>1. Act. Learn. Build.</li> <li>2. What do successful people do when they experience a problem?</li> </ol>

**Enduring Understandings**

- Using a problem-solving process increases the probability of success.
- People learn best when learning is authentic and based upon a real need.
- Problems have varying levels of impact.
- Problem-solving is continuous.
- Challenges of problems can be solved with a universal problem-solving process.

**Essential Questions**

- What makes a problem worth solving?
- How do we determine if the problem is solvable?
- What do successful people do when they experience a problem?
- How do we determine the core of a multi-faceted problem?
- How do we know what data to gather to evaluate a solution?

**Transfer Goals**

- To identify a problem and justify the need for being solved.
- To identify multiple solutions to the problem and analyze strength and weaknesses for each solution.

# Entrepreneurship

Justify selected solution.  
Develop plan to implement solution.  
Develop control method/evaluation for solution.  
Continuously act, learn and build on the solution.

## Assessments

Students will be assessed on their ability to complete the problem-solving process through starting a business, corporate entrepreneurship, or solving a problem for a NPO or government agency.

Students will be assessed on their ability to complete the problem and implement it into a business.

## Attachments

Problem Solving Rubric	Public	(File)
Problem Solving Process for a Startup	Public	(File)

## Course Details

### UNIT: Problem Identification -- Ongoing

#### Description

Identify a problem by defining and justifying the need for a solution to the problem. In addition, past efforts to solve the problem have been researched and the problem has been clearly stated.

#### Transfer Goals

To identify a problem and justify the need for being solved.

#### Enduring Understandings

Using a problem-solving process increases the probability of success.

People learn best when learning is authentic and based upon a real need.

Problems have varying levels of impact.

Problem-solving is continuous.

Challenges of problems can be solved with a universal problem-solving process.

#### Essential Questions

What makes a problem worth solving?

How do we determine if the problem is solvable?

What do successful people do when we experience a problem?

How do we determine the core of a multi-faceted problem?

How do we know what data to gather to evaluate a solution?

#### Evidence of Learning

Student will discuss the problem identified with instructor in an interview. The student will state the need, justify the need, examine past efforts, and clearly state the problem.

#### Assessments

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Developing Skill
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<input type="checkbox"/> Instructor provided no assistance in process	<input type="checkbox"/> Instructor uses questioning to help identify problem(s)	<input type="checkbox"/> Instructor guides identification of problem(s)	<input type="checkbox"/> Instructor generates to solve
<input type="checkbox"/> Student led ability to accurately identify core problem	<input type="checkbox"/> Student identified the core problem being solved	<input type="checkbox"/> Student cannot identify the core problem being solved	

## Unit Attachments

No Attachments

### TOPIC: Business Organization [Ongoing]

#### **Description**

Students will determine the business organization they will be using to solve the problem.

Starting a Business, Corporate Entrepreneurship, NPO Entrepreneurship, or Governmental Entrepreneurship

#### Learning Targets

Identify an information need.

Acquisition: Knowledge / Skill

**Assessment:** Rubric

Access prior knowledge, experiences and contacts relevant to needed information.

Acquisition: Knowledge / Skill

**Assessment:** Rubric

Identify the type of business organization needed to complete solution.

### Topic Attachments

No Attachments

### TOPIC: Research Previous Attempted Solutions to Problem [Ongoing]

#### **Description**

Students will locate previous attempts to resolve the problem. Any related information will provide direction to the student in their attempt to locate the feasibility of solving the problem.

#### Learning Targets

Research and locate information regarding a defined problem.

### Topic Attachments

No Attachments

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**TOPIC: What makes a problem worth solving?** [Ongoing]

**Description**

The ability to break down a problem to decide if it is worth solving; considering additional issues needing to be addressed; financial rewards, and other factors.

**Learning Targets**

Access prior knowledge, experiences and contacts relevant to needed information.

Acquisition: Knowledge / Skill

**Assessment:** Rubric

Research and locate information regarding a defined problem.

Decide if the problem is worth solving.

**Topic Attachments**

No Attachments

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**TOPIC: How do we determine if the problem is solvable?** [Ongoing]

**Description**

Determine if the problem is solvable.

**Learning Targets**

Access prior knowledge, experiences and contacts relevant to needed information.

Acquisition: Knowledge / Skill

**Assessment:** Rubric

Research and locate information regarding a defined problem.

**Topic Attachments**

No Attachments

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**TOPIC: What do successful people do when they experience a problem?** [Ongoing]

**Description**

Successful people approach problems through a process of identification and best solution selection. Upon selecting the correct tool, successful people then implement a plan through the resolution of a problem.

**Learning Targets**

Successful people work to identify and work through a problem-solving process that resolves a problem.

Access prior knowledge, experiences and contacts relevant to needed information.

Acquisition: Knowledge / Skill

**Assessment:** Rubric

**Topic Attachments**

No Attachments

**TOPIC: How do we determine the core of a multi-faceted problem?** [Ongoing]

**Description**

Determine the core of a multi-faceted problem.

**Learning Targets**

Identify an information need.

Acquisition: Knowledge / Skill

**Assessment:** Rubric

Research and locate information regarding a defined problem.

Successful people work to identify and work through a problem-solving process that resolves a problem.

**Topic Attachments**

No Attachments

**UNIT: Solution Generation** -- Ongoing

**Description**

Develop solutions to identified problem and analyze the strengths and weaknesses of each solution.

**Transfer Goals**

To identify multiple solutions to the problem and analyze strengths and weaknesses for each solution.

**Enduring Understandings**

Using a problem-solving process increases the probability of success.

People learn best when learning is authentic and based upon a real need.

Problems have varying levels of impact.

Problem-solving is continuous.

Challenges of problems can be solved with a universal problem-solving process.

**Essential Questions**

What makes a problem worth solving?

How do we determine if the problem is solvable?

What do successful people do when we experience a problem?

How do we determine the core of a multi-faceted problem?

How do we know what data to gather to evaluate a solution?

**Evidence of Learning**

Student will interview with new instructor to discuss generated solutions. The student will explain their analysis of the solutions through strength and weaknesses. The strengths and weaknesses are data driven.

**Assessments**

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Developing Skill
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# Entrepreneurship

<p><input type="checkbox"/> Instructor provided no assistance in solution generation.</p>	<p><input type="checkbox"/> Instructor uses questioning to help solution generation.</p>	<p><input type="checkbox"/> Instructor guides solution generation process</p>	<p><input type="checkbox"/> Instructor generates</p>
<p><input type="checkbox"/> Student led ability to generate multiple solutions considering strengths and weaknesses.</p>	<p><input type="checkbox"/> Student led ability to generate multiple solutions considering strengths and weaknesses.</p>	<p><input type="checkbox"/> Student cannot generate multiple solutions considering strengths and weaknesses.</p>	

## Unit Attachments

No Attachments

### TOPIC: Brainstorming [Ongoing]

#### **Description**

Brainstorming will be used to generate solutions to the defined problem.

#### Learning Targets

Identify an information need.

Acquisition: Knowledge / Skill

**Assessment:** Rubric

Research and locate information regarding a defined problem.

Working with others to develop ideas through brainstorming.

### Topic Attachments

No Attachments

### TOPIC: What do successful people do when they experience a problem? [Ongoing]

#### **Description**

Successful people in problem solving go through a very clear, yet not ridged, process to solve a problem.

#### Learning Targets

Successful people work to identify and work through a problem-solving process that resolves a problem.

### Topic Attachments

No Attachments

### UNIT: Solution Selection -- Ongoing

#### **Description**

Selection of the best solution is justified through making a decision at the margin given the least opportunity costs and greatest potential for reward.

#### **Transfer Goals**

Justify selected solution.

#### **Enduring Understandings**

Using a problem-solving process increases the probability of success.

People learn best when learning is authentic and based upon a real need.

Problems have varying levels of impact.

Problem-solving is continuous.

Challenges of problems can be solved with a universal problem-solving process.

**Essential Questions**

- What makes a problem worth solving?
- How do we determine if the problem is solvable?
- What do successful people do when we experience a problem?
- How do we determine the core of a multi-faceted problem?
- How do we know what data to gather to evaluate a solution?

**Evidence of Learning**

Justification of the chosen solution will be made through a 2 minute presentation to the class. Students will present their solutions, along with strength and weaknesses, and justify their chosen solution. Students will then join together in a break out session to collaboratively refine their solutions.

**Assessments**

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Developing Skill
<p><input type="checkbox"/> Instructor provided no assistance in selecting and justifying solution.</p> <p><input type="checkbox"/> Student led ability to evaluate best solution through business potential factors:</p> <ul style="list-style-type: none"> <li>- Audience</li> <li>- Cost</li> <li>- Time required</li> <li>- Potential problems</li> <li>- Available skills</li> </ul>	<p><input type="checkbox"/> Instructor uses questioning to assist in selecting and justifying solution.</p> <p><input type="checkbox"/> Student led ability to evaluate best solution through business potential factors:</p> <ul style="list-style-type: none"> <li>- Audience</li> <li>- Cost</li> <li>- Time required</li> <li>- Potential problems</li> <li>- Available skills</li> </ul>	<p><input type="checkbox"/> Instructor guides selecting and justifying solution.</p> <p><input type="checkbox"/> Student cannot evaluate best solution through business potential factors:</p> <ul style="list-style-type: none"> <li>- Audience</li> <li>- Cost</li> <li>- Time required</li> <li>- Potential problems</li> <li>- Available skills</li> </ul>	<p><input type="checkbox"/> Instructor selects sc and provides justificatio</p>

**Unit Attachments**

No Attachments

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**TOPIC: Presentation** [Ongoing]

**Description**

Students will use presentation skills to disseminate information.

**Learning Targets**

Use technology to communicate information.

**Topic Attachments**

No Attachments

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**TOPIC: Collaboration** [Ongoing]

**Description**

Collaboration is used to enhance ideas and production.

**Learning Targets**

Collaboration is used to enhance ideas and production.

Identify an information need.

Acquisition: Knowledge / Skill

**Assessment:** Rubric

Research and locate information regarding a defined problem.

**Topic Attachments**

No Attachments

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**TOPIC: What do successful people do when they experience a problem?** [Ongoing]

**Description**

Successful people use a predetermined method for solving a problem.

**Learning Targets**

Successful people work to identify and work through a problem-solving process that resolves a problem.

**Topic Attachments**

No Attachments

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**UNIT: Develop Plan** -- Ongoing

**Description**

Development of plan will include, but not be excluded to: business plan and marketing plan. Students should be capable of completing the following statement: My company (Name) is developing (definition) to help (target audience) (solve a problem) with (a secret sauce).

This section will be broken up into two critical components: napkin presentation and in-depth business plan.

Student's will pitch their refined presentation to the class with instructors. Students will build their organizations with members who bring needed skills to the team. Once teams are established, an in depth business plan and marketing plan will be constructed by members of the team.

**Transfer Goals**

Develop plan to implement solution.

**Enduring Understandings**

Using a problem-solving process to increases the probability of success.

People learn best when learning is authentic and based upon a real need.

Problems have varying levels of impact.

Problem-solving is continuous.

Challenges of problems can be solved with a universal problem-solving process.



# Entrepreneurship

## Essential Questions

- What makes a problem worth solving?
- How do we determine if the problem is solvable?
- What do successful people do when we experience a problem?
- How do we determine the core of a multi-faceted problem?
- How do we know what data to gather to evaluate a solution?

## Evidence of Learning

Student will construct and deliver a concise presentation on their business. From this point, teams will be constructed and an in-depth business plan will be built displaying the students ability to develop a plan.

## Assessments

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Developing Skill
<input type="checkbox"/> Instructor provided no assistance in developing plan. <input type="checkbox"/> Student developed plan.	<input type="checkbox"/> Instructor uses questioning to assist in developing plan. <input type="checkbox"/> Student led development of plan.	<input type="checkbox"/> Instructor guides the development of the plan. <input type="checkbox"/> Student could not develop plan independently from instructor guidance.	<input type="checkbox"/> Instructor develops p

## Unit Attachments

No Attachments

### TOPIC: Team Building and Collaboration [Ongoing]

#### Description

Team building and collaboration are critical elements to building a quality business organization and ultimately success in business.

#### Learning Targets

Collaboration is used to enhance ideas and production.

Team Building

### Topic Attachments

No Attachments

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**TOPIC: Networking** [Ongoing]

**Description**

Networking is key to successful problem solving as it connects you to people who have experiences beyond your own.

**Learning Targets**

Collaboration is used to enhance ideas and production.

Research and locate information regarding a defined problem.

**Team Building**

Working with others to develop ideas through brainstorming.

**Topic Attachments**

No Attachments

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**TOPIC: Marketing Plan** [Ongoing]

**Description**

A marketing plan clearly identifies how a business will attack the specific functions of starting a business.

**Learning Targets**

Developing a Marketing Plan

**Topic Attachments**

No Attachments

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**TOPIC: Business Plan** [Ongoing]

**Description**

A business plan articulates the specific course of action a company plans to take when starting a business.

**Learning Targets**

Develop a business plan.

**Topic Attachments**

No Attachments

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**TOPIC: What do successful people do when they experience a problem?** [Ongoing]

**Description**

Successful people understand how to use a set criteria to solve a problem.

**Learning Targets**

Successful people work to identify and work through a problem-solving process that resolves a problem.

**Topic Attachments**

No Attachments

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**UNIT: Develop Control Method/Evaluation** -- Ongoing

**Description**

Develop a control method/evaluation form to track the performance of the solution to be implemented.

**Transfer Goals**

Develop control method/evaluation for solution.

**Enduring Understandings**

Using a problem-solving process increases the probability of success.

People learn best when learning is authentic and based upon a real need.

Problems have varying levels of impact.

Problem-solving is continuous.

Challenges of problems can be solved with a universal problem-solving process.

**Essential Questions**

- What makes a problem worth solving?
- How do we determine if the problem is solvable?
- What do successful people do when we experience a problem?
- How do we determine the core of a multi-faceted problem?
- How do we know what data to gather to evaluate a solution?

**Evidence of Learning**

Accurate and efficient control method is constructed to maintain records of the organization's solution.

**Assessments**

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Developing Skill
<input type="checkbox"/> Instructor provided no assistance developing control method.  <input type="checkbox"/> Student developed control method/evaluation.	<input type="checkbox"/> Instructor uses questioning to assist in developing a control method.  <input type="checkbox"/> Student developed control method/evaluation.	<input type="checkbox"/> Instructor guides the development of a control method.  <input type="checkbox"/> Student cannot develop control method without instructor guidance.	<input type="checkbox"/> Instructor generates method/ evaluation.

**Unit Attachments**

No Attachments

**TOPIC: Develop a control method to determine if the solution is successful.** [Ongoing]

**Description**

Develop a control method to determine if the implemented solution is successful at accomplishing the intended goal.

**Learning Targets**

Develop a control method to determine if the solution is successful.

**Topic Attachments**

No Attachments

**TOPIC: What do successful people do when they experience a problem?** [Ongoing]

**Description**

Successful problem solvers use a predetermined set of criteria to work through problems.

**Learning Targets**

Successful people work to identify and work through a problem-solving process that resolves a problem.

**Topic Attachments**

No Attachments

**UNIT: Act. Learn. Build.** -- Ongoing

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## Description

Implement the solution to the problem and track data through the control mechanism. Analyze data periodically and redevelop plan to consider new information or develop new solutions to better address the stated problem. Implement revised plan.

## Transfer Goals

Continuously act, learn and build on the solution.

## Enduring Understandings

Using a problem-solving process increases the probability of success.

People learn best when learning is authentic and based upon a real need.

Problems have varying levels of impact.

Problem-solving is continuous.

Challenges of problems can be solved with a universal problem-solving process.

## Essential Questions

What makes a problem worth solving?

How do we determine if the problem is solvable?

What do successful people do when we experience a problem?

How do we determine the core of a multi-faceted problem?

How do we know what data to gather to evaluate a solution?

## Evidence of Learning

Implementation of solution and control mechanism are set into place. Student tracks data and is able to redevelop their plan and make appropriate changes as needed.

## Assessments

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Developing Skill
<input type="checkbox"/> Instructor provided no assistance in redevelopment of plan. <input type="checkbox"/> Student redeveloped plan.	<input type="checkbox"/> Instructor uses questioning to assist in redevelopment of plan. <input type="checkbox"/> Student redeveloped plan.	<input type="checkbox"/> Instructor guides redevelopment of plan. <input type="checkbox"/> Student could not redevelop plan independently of instructor.	<input type="checkbox"/> Instructor generates redevelopment of plan.

## Unit Attachments

No Attachments

**TOPIC: Act. Learn. Build.** [Ongoing]

**Description**

Students will act on their plans, learn from their experiences, and build upon their new knowledge to improve their solutions.

**Learning Targets**

Access prior knowledge, experiences and contacts relevant to needed information.

Acquisition: Knowledge / Skill

**Assessment:** Rubric

Collaboration is used to enhance ideas and production.

Decide if the problem is worth solving.

Develop a business plan.

Develop a control method to determine if the solution is successful.

Developing a Marketing Plan

Identify an information need.

Acquisition: Knowledge / Skill

**Assessment:** Rubric

Identify the type of business organization needed to complete solution.

Research and locate information regarding a defined problem.

Successful people work to identify and work through a problem-solving process that resolves a problem.

Team Building

Use technology to communicate information.

Working with others to develop ideas through brainstorming.

**Topic Attachments**

No Attachments

**TOPIC: What do successful people do when they experience a problem?** [Ongoing]

**Description**

Successful problem solvers have a set criteria for working through problems.

**Learning Targets**

Successful people work to identify and work through a problem-solving process that resolves a problem.

**Topic Attachments**

No Attachments

**Standards Covered**

BUS.BTIF.B.2	BT.2011.B.2 -- Interact effectively with others
BUS.BTIF.B.4	BT.2011.B.4 -- Work effectively in teams
BUS.BTIF.B.9	BT.2011.B.9 -- Apply concepts of time management
BUS.BTIF.C.2	BT.2011.C.2 -- Explain the importance of working within organizational structures (i.e., chain of command)
BUS.BTIF.E.1	BT.2011.E.1 -- Effectively represent the organization to current and potential clients using appropriate customer service skills
BUS.BTIF.E.8	BT.2011.E.8 -- Apply critical-thinking and problem-solving skills to business decisions
BUS.BTIF.F.2	BT.2011.F.2 -- Apply advanced word processing skills to design workplace documents (e.g., mail merge, envelopes and labels, tables, reports, macros)
BUS.BTIF.F.7	BT.2011.F.7 -- Use desktop publishing software for workplace applications
BUS.BTIF.G.1	BT.2011.G.1 -- Describe characteristics of a free enterprise economic system (e.g., ownership of property, profit motive, risk taking, competition, supply and demand)
BUS.BTIF.G.3	BT.2011.G.3 -- Analyze the risks and rewards of business ownership

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BUS.BTIF.G.4	BT.2011.G.4 -- Identify steps necessary to start a business (i.e., need evaluation, site selection, marketing plan, financial plan, management plan)
BUS.COMP.Money Management.2	MM 2 -- Interpret the opportunity costs of financial decisions.
BUS.SMS.2.1	SM.ALL.K-12.2.1 -- plan and make written, oral and visual presentations for a variety of purposes and audiences
BUS.SMS.2.2	SM.ALL.K-12.2.2 -- review and revise communications to improve accuracy and clarity
BUS.SMS.2.3	SM.ALL.K-12.2.3 -- exchange information, questions and ideas while recognizing the perspectives of others
BUS.SMS.2.7	SM.ALL.K-12.2.7 -- use technological tools to exchange information and ideas
BUS.SMS.3.4	SM.ALL.K-12.3.4 -- evaluate the processes used in recognizing and solving problems
BUS.SMS.4.5	SM.ALL.K-12.4.5 -- develop, monitor and revise plans of action to meet deadlines and accomplish goals
BUS.SMS.4.6	SM.ALL.K-12.4.6 -- identify tasks that require a coordinated effort and work with others to complete those tasks
BUS.TECH.1.17	1.A.11.a -- Identify an information need
BUS.TECH.1.18	1.A.11.b -- Access prior knowledge relevant to the needed information
BUS.TECH.1.20	1.A.11.d -- Locate relevant sources and select information appropriate to the problem or question
BUS.TECH.1.21	1.A.11.e -- Seek feedback from others
BUS.TECH.1.22	1.A.11.f -- Exchange knowledge and ideas in appropriate formats
BUS.TECH.1.23	1.A.11.g -- Evaluate the results
BUS.TECH.1.24	1.A.11.h -- Use critical thinking skills to adapt process, as necessary, to fulfill purpose Follow, monitor, and evaluate inquiry process:
BUS.TECH.2.5	2.B.11.a -- Evaluate prior knowledge to develop questions and identify key words to focus and guide information seeking
BUS.TECH.4.18	4.C.11.b -- Evaluate accuracy of information by determining whether it contradicts or verifies other sources
BUS.TECH.4.31	4.D.11.a -- Analyze and evaluate information to determine usefulness, including ability to read, comprehend and make meaning of the information
BUS.TECH.4.32	4.D.11.b -- Analyze and evaluate gathered information for gaps and weaknesses
BUS.TECH.4.33	4.D.11.c -- Locate additional information as needed