ENTREPRENEURSHIP	
CURRICULUM/CONTENT AREA	COURSE LENGTH
Business	*1 term*
GRADE LEVEL	DATE LAST REVIEWED
9-12	*2024*
PREREQUISITE(s) *if applicable*	BOARD APPROVAL DATE
N/A	*9/10/2024*
PRIMARY RESOURCE *if applicable*	

DESIRED RESULTS

COURSE DESCRIPTION AND PURPOSE

If you are one of the seventy percent of all high school students that say they want to start their own business, this is the class for you! Develop the skills needed to effectively organize, develop, create, and manage your own business. You will apply your marketing and entrepreneurial skills as you go stepbystep through the entire process of developing a written business plan for the business of your choice. Take a risk and enroll in this class.

ENDURING UNDERSTANDINGS *Students will understand that...*	ESSENTIAL QUESTIONS *Students will keep considering...*
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.BC1: Students will communicate in a clear, concise, accurate and courteous manner on personal and professional levels.

Standard: BIT.BC4: Students will locate, assess and use information from a variety of print and digital sources.

Standard: BIT.GB1: Students will analyze the impact of the global business environment on business, consumers and economies.	
Potential INDUSTRY-RECOGNIZED CREDENTIALS (IRCs) Opportunties associated with the course	Potential WORK BASED LEARNING (WBL) opportunities associated with the course
Potential DUAL CREDIT Opportunties associated with the course	

Unit 1: Becoming an Entrepreneur		
STAGE 1: Desired Unit Results *What will students understand as a result of the unit?*		**STAGE 2: Assessment Evidence** *By what criteria will performances of understanding be assessed?* *Through what authentic performance tasks will students demonstrate the desired unit results?*
ESSENTIAL QUESTION (s) *What thought-provoking questions will foster inquiry, understanding, and transfer of learning?*		**Success Criteria with Standards** *The criteria for evaluating performance on standards is constant.*
Why is creativity and innovation important? How is creativity and innovation used in Business Management & Administration and/or Marketing?		CTE standards-based Rubric: Throughout course, students and teachers use rubric for communication of success criteria, reflection, goal setting, and feedback.
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 & Learning Targets		**Performance Tasks Options/ Assessment Strategies by Standard** *Students may be given options to show their learning in varied ways.*
Creativity, Critical Thinking, Communication and Collaboration **4C2: Students will formulate and defend judgments and decisions by employing critical thinking skills.**		*Unit 1 review packet*
a: I develop effective resolutions for a given problem, decision or opportunity using available information.	4C2.a.11.h: I can determine the information needed to address an identified problem.	*Unit 1 Learning Log*
	4C2.a.12.h: I can contrast the benefits and drawbacks of various proposed resolutions to a given situation.	*Can I be an entrepreneur questionaire.*
	4C2.a.13.h: I can predict how an action could result in unintended consequences, both positive and negative.	
	4C2.a.14.h: I can analyze the impact of a decision using a systems thinking model.	*Your Potential as an Entrepreneur*
	4C2.a.15.h: I can determine the best resolution for a problem, decision or opportunity based on given criteria.	*Assignment #2 Create a Business Brainstorm*
	C2.a.16.h: I can defend an action taken or a decision implemented.	
b: I develop and implement a resolution for a new situation using personal knowledge and experience.	4C2.b.5.h: I can apply past experience to develop a course of action for a new situation.	*Call of the Entrepreneur Video*

	4C2.b.6.h: I can use existing knowledge to develop a resolution for a new situation, problem or opportunity.	*Assignment #4 Rootbeer Profits Article and Questions*
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.	CD4.a.6.h: I can evaluate how selfdiscipline, self-worth, positive attitude and integrity displayed in a work situation affect employment status.	*Qualities of entrepreneurs*
	CD4.a.7.h: I can assess how flexibility and willingness to learn new knowledge and skills affect employment status.	Assignment #3 Entrepreneurship and Innovators packet
	CD4.a.8.h: I can apply communication strategies when adapting to a culturally diverse environment.	
	CD4.a.9.h: I can use positive workqualities typically desired in each of the career cluster's pathways.	
	CD4.a.10.h: I can manage work roles and responsibilities to balance them with other life roles and responsibilities.	
b: I demonstrate skills related to seeking and applying for employment to find and obtain a desired job.	CD4.b.5.h: I can use multiple resources to locate job opportunities.	
	CD4.b.6.h: I can prepare a resume, cover letter, employment application.	
	CD4.b.7.h: I can employ critical thinking and decision-making skills to exhibit qualifications to a potential employer in an interview.	
c: I identify and exhibit traits for retaining employment.	CD4.c.4.h: I can model behaviors that demonstrate reliability and dependability.	*Unit 1 Professionalism Rubric*
	CD4.c.5.h: I can maintain appropriate dress and behavior for the job to contribute to a safe and effective workplace/jobsite.	
	CD4.c.6.h: I can complete required employment forms and documentation.	
	CD4.c.7.h: I can summarize key activities necessary to retain a job in an industry.	

d: I develop positive relationships with others.	CD4.d.5.h: I can participate in cocurricular and community activities to enhance the school experience.	
	CD4.d.6.h: I can evaluate the best method to assist co-workers in accomplishing goals and tasks.	
	CD4.d.7.h: I can examine the skills required to enable students to successfully transition to postsecondary opportunities.	
	CD4.d.8.h: I can use a systematic approach to academic and career planning for students to achieve their learning, socio-cultural and work goals.	
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.	IMT1.a.6.h: I can justify the selection of various information sources for a given purpose.	
	IMT1.a.7.h: I can explain the level of objectivity for a given source of information.	
	IMT1.a.8.h: I can model how raw data can be applied differently to support opposing arguments or premises.	
b: I determine the relevance, validity and timeliness of data and information.	IMT1.b.7.h: I can use raw data and information appropriately to support an argument, idea or initiative.	
	IMT1.b.8.h: I can compare and contrast validity of information from electronic and non-electronic sources.	
	IMT1.b.9.h: I can defend a position or decision using relevant, valid and timely data and information.	
c: I select relevant information necessary for making decisions and solving problems	IMT1.c.5.h: I can defend a solution or conclusion using appropriate data and information.	*What is Entrepreneurship? Article, worksheeet*

	IMT1.c.6.h: I can interpret and select appropriate information to develop a resolution for a given situation.	
d: I apply data and information to communicate ideas and create new opportunities.	IMT1.d.6.h: I can defend a proposal for a new product or service based on data and information analysis.	
	IMT1.d.7.h: I can synthesize data and information from multiple sources to identify new trends.	*Unit 1 Project & Rubric*
	IMT1.d.8.h: I can manage and share stored data and information for a specific purpose.	
PRIORITY CONTENT STANDARDS & Learning Targets		**Performance Tasks Options/ Assessment Strategies by Standard** *Students may be given options to show their learning in varied ways.*
Standard: BIT.EN1: Students will recognize that entrepreneurs possess unique characteristics and evaluate the degree to which one possesses those characteristics.		*Unit 1 Project*
Standard: BIT.EN2: Students will analyze the concepts and processes associated with successful entrepreneurial performance.		
SUPPORTING STANDARDS AND LEARNING TARGETS		**Performance Tasks Options/ Assessment Strategies by Standard** *Students may be given options to show their learning in varied ways.*
EN1.a: I can explore the characteristics of an entrepreneur.	EN1.a.1.e: Identify the characteristics of a successful entrepreneur.	*Unit 1 Project and Rubric*
	EN1.a.2.m: Identify one's own personal traits that are typical characteristics of an entrepreneur.	*Are you an Entrepreneur quizzes*
	EN1.a.3.m: Compare the costs and benefits of choosing to become an entrepreneur.	
	EN1.a.4.h: Analyze the degree to which one possesses the characteristics of an entrepreneur.	

	EN1.a.5.h: Analyze the personal advantages and risks of owning a business.	*Activity #7 Advantages & Disadvantages*
EN1.b: I can analyze the role of the entrepreneur in America's businesses today.		
	EN1.b.2.e: Define entrepreneurship, employer and employee.	*Unit 1 Assignment 1 What is an Entrepreneur Packet*
	EN1.b.9.h: Explain the importance of entrepreneurship as a choice in a market economy.	Unit 1 Ongoing Assignment This Week in Entrepreneurship
	EN1.b.7.m: Identify entrepreneurs and their contr	Unit 1 Assignment 4 Local Family Root Beer
	EN1.b.3.e: Identify entrepreneurs in history.	Unit 1 Assignment 3: Research Great Entrepreneurs
EN2.b: I can formulate a plan to in delve into an entrepreneurial venture now or in the future.	EN2.a: I can evaluate the entrepreneurial discovery process.	Assignment 5 Start Now
	EN2.b.1.e: Identify opportunities resulting from others' wants and perceived needs.	Unit 1 Assignment 2 CREATE a business

Stage 3: Learning Activities

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 unforld in a natural flow?

GUIDING UNIT QUESTIONS *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*	STRATEGIES/ACTIVITIES *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.*	RESOURCES/MATERIALS *This includes an applicable textbooks, software, industry recognized certification software/tools, subcriptions (such asPLTW), etc.*
Define Entrepreneur		Professionalism Rubric-per Unit
Explain the advantages and disadvantages of entrepreneurship		Learning Log-Per Unit
Create possible business ideas		
Evaluate the traits of successful entrepreneur		
		Unit 1 Notes-Teacher Copy
		Unit 1 Notes: Guided Notes for Students
		Unit 1 Review Sheet
		Optional Community Speaker

Unit 2: Researching and Planning		
STAGE 1: Desired Unit Results *What will students understand as a result of the unit?*		**STAGE 2: Assessment Evidence** *By what criteria will performances of understanding be assessed? Through what authentic performance tasks will students demonstrate the desired unit results?*
ESSENTIAL QUESTION (s) *What thought-provoking questions will foster inquiry, understanding, and transfer of learning?*		**Success Criteria with Standards** *The criteria for evaluating performance on standards is constant.*
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?		CTE standards-based Rubric: Throughout course, students and teachers use rubric for communication of success criteria, reflection, goal setting, and feedback.
"What strategies and processes can I use to become a more effective creator, thinker and problem solver? "		
PRIORITY CAREER & TECHNICAL STANDARDS & Learning Targets		**Performance Tasks Options/ Assessment Strategies by Standard** *Students may be given options to show their learning in varied ways.*
Creativity, Critical Thinking, Communication and Collaboration **4C2: Students will formulate and defend judgments and decisions by employing critical thinking skills.**		*Intellectual Property*
a: I develop effective resolutions for a given problem, decision or opportunity using available information.	4C2.a.11.h: I can determine the information needed to address an identified problem.	*Market Analysis/Market Research*
	4C2.a.12.h: I can contrast the benefits and drawbacks of various proposed resolutions to a given situation.	Feasibility and Business Planning
	4C2.a.13.h: I can predict how an action could result in unintended consequences, both positive and negative.	*Types of Business Ownership*
	4C2.a.14.h: I can analyze the impact of a decision using a systems thinking model.	Feasibility and Business Planning
	4C2.a.15.h: I can determine the best resolution for a problem, decision or opportunity based on given criteria.	Types of Business Ownership
	C2.a.16.h: I can defend an action taken or a decision implemented.	Types of Business Ownership
b: I develop and implement a resolution for a new situation using personal knowledge and experience.	4C2.b.5.h: I can apply past experience to develop a course of action for a new situation.	
	4C2.b.6.h: I can use existing knowledge to develop a resolution for a new situation, problem or opportunity.	*Market Analysis/Market Research*
Career Development **CD4: Students will identify and apply employability skills.**		*Unit 2 Professionalism Rubric*
a: I identify and demonstrate positive work behaviors and personal qualities needed to be employable.	CD4.a.6.h: I can evaluate how selfdiscipline, self-worth, positive attitude and integrity displayed in a work situation affect employment status.	
	CD4.a.7.h: I can assess how flexibility and willingness to learn new knowledge and skills affect employment status.	
	CD4.a.8.h: I can apply communication strategies when adapting to a culturally diverse environment.	
	CD4.a.9.h: I can use positive workqualities typically desired in each of the career cluster's pathways.	
	CD4.a.10.h: I can manage work roles and responsibilities to balance them with other life roles and responsibilities.	
b: I demonstrate skills related to seeking and applying for employment to find and obtain a desired job.	CD4.b.5.h: I can use multiple resources to locate job opportunities.	Feasibility and Business Planning

	CD4.b.6.h: I can prepare a resume, cover letter, employment application.	
	CD4.b.7.h: I can employ critical thinking and decision-making skills to exhibit qualifications to a potential employer in an interview.	
c: I identify and exhibit traits for retaining employment.	CD4.c.4.h: I can model behaviors that demonstrate reliability and dependability.	
	CD4.c.5.h: I can maintain appropriate dress and behavior for the job to contribute to a safe and effective workplace/jobsite.	
	CD4.c.6.h: I can complete required employment forms and documentation.	
	CD4.c.7.h: I can summarize key activities necessary to retain a job in an industry.	
d: I develop positive relationships with others.	CD4.d.5.h: I can participate in cocurricular and community activities to enhance the school experience.	
	CD4.d.6.h: I can evaluate the best method to assist co-workers in accomplishing goals and tasks.	
	CD4.d.7.h: I can examine the skills required to enable students to successfully transition to postsecondary opportunities.	
	CD4.d.8.h: I can use a systematic approach to academic and career planning for students to achieve their learning, socio-cultural and work goals.	
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.	IMT1.a.6.h: I can justify the selection of various information sources for a given purpose.	Feasibility and Business Planning
	IMT1.a.7.h: I can explain the level of objectivity for a given source of information.	
	IMT1.a.8.h: I can model how raw data can be applied differently to support opposing arguments or premises.	
b: I determine the relevance, validity and timeliness of data and information.	IMT1.b.7.h: I can use raw data and information appropriately to support an argument, idea or initiative.	*Feasibility and Business Planning*
	IMT1.b.8.h: I can compare and contrast validity of information from electronic and non-electronic sources.	Market Analysis/Market Research
	IMT1.b.9.h: I can defend a position or decision using relevant, valid and timely data and information.	Feasibility and Business Planning
c: I select relevant information necessary for making decisions and solving problems	IMT1.c.5.h: I can defend a solution or conclusion using appropriate data and information.	*Market Analysis/Market Research*
	IMT1.c.6.h: I can interpret and select appropriate information to develop a resolution for a given situation.	Market Analysis/Market Research
d: I apply data and information to communicate ideas and create new opportunities.	IMT1.d.6.h: I can defend a proposal for a new product or service based on data and information analysis.	Feasibility and Business Planning

	IMT1.d.7.h: I can synthesize data and information from multiple sources to identify new trends.	*Market Analysis/Market Research*
	IMT1.d.8.h: I can manage and share stored data and information for a specific purpose.	Market Analysis/Market Research
PRIORITY CONTENT STANDARDS & Learning Targets		Performance Tasks Options/ Assessment Strategies by Standard *Students may be given options to show their learning in varied ways.*
Standard: BIT.EN1: Students will recognize that entrepreneurs possess unique characteristics and evaluate the degree to which one possesses those characteristics.	*I can explore the characteristics of an entrepreneur.* *I can analyze the role of the entrepreneur.*	
Standard: BIT.EN2: Students will analyze the concepts and processes associated with successful entrepreneurial performance.	*I can evaluate the entrepreneurial discovery process.* *I can formulatea plan to delve into an entrepreneurial venture now or in the future.* *I can integrate the management of many facets of business into an entrepreneurial venture (i.e. finance, human resources, operations, marketing, etc.)*	
GUIDING UNIT QUESTIONS *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*	STRATEGIES/ACTIVITIES *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.*	RESOURCES/MATERIALS *This includes an applicable textbooks, software, industry recognized certification software/tools, subcriptions (such asPLTW), etc.*
		Professionalism Rubric
		Learning Log
		Unit 2 Review
		Unit 2 Project Dessert Competition & Rubric
		Intro Brainstorm- Develop a business concept
		Marketing-4Ps
		Activity #3 Making Money Online
		Career reserach
		Community Speaker

Unit 4 Financing		
STAGE 1: Desired Unit Results *What will students understand as a result of the unit?*		**STAGE 2: Assessment Evidence** *By what criteria will performances of understanding be assessed? Through what authentic performance tasks will students demonstrate the desired unit results?*
ESSENTIAL QUESTION (s) *What thought-provoking questions will foster inquiry, understanding, and transfer of learning?*		**Success Criteria with Standards** *The criteria for evaluating performance on standards is constant.*
"What strategies and processes can I use to become a more effective creator, thinker and problem solver? "		CTE standards-based Rubric: Throughout course, students and teachers use rubric for communication of success criteria, reflection, goal setting, and feedback.
Why is communication and collaboration important? How do positive work behaviors and personal qualities impact communication and collaboration?		
PRIORITY CAREER & TECHNICAL STANDARDS & Learning Targets		**Performance Tasks Options/ Assessment Strategies by Standard** *Students may be given options to show their learning in varied ways.*
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.	4C2.a.11.h: I can determine the information needed to address an identified problem.	Financing Your business
	4C2.a.12.h: I can contrast the benefits and drawbacks of various proposed resolutions to a given situation.	*Start Up Costs*
	4C2.a.13.h: I can predict how an action could result in unintended consequences, both positive and negative.	*Start Up Costs*
	4C2.a.14.h: I can analyze the impact of a decision using a systems thinking model.	Financing Your business
	4C2.a.15.h: I can determine the best resolution for a problem, decision or opportunity based on given criteria.	Financing Your business
	C2.a.16.h: I can defend an action taken or a decision implemented.	
b: I develop and implement a resolution for a new situation using personal knowledge and experience.	4C2.b.5.h: I can apply past experience to develop a course of action for a new situation.	Start Up Costs
	4C2.b.6.h: I can use existing knowledge to develop a resolution for a new situation, problem or opportunity.	
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.	CD4.a.6.h: I can evaluate how selfdiscipline, self-worth, positive attitude and integrity displayed in a work situation affect employment status.	
	CD4.a.7.h: I can assess how flexibility and willingness to learn new knowledge and skills affect employment status.	
	CD4.a.8.h: I can apply communication strategies when adapting to a culturally diverse environment.	
	CD4.a.9.h: I can use positive workqualities typically desired in each of the career cluster's pathways.	
	CD4.a.10.h: I can manage work roles and responsibilities to balance them with other life roles and responsibilities.	
b: I demonstrate skills related to seeking and applying for employment to find and obtain a desired job.	CD4.b.5.h: I can use multiple resources to locate job opportunities.	

	CD4.b.6.h: I can prepare a resume, cover letter, employment application.	
	CD4.b.7.h: I can employ critical thinking and decision-making skills to exhibit qualifications to a potential employer in an interview.	
c: I identify and exhibit traits for retaining employment.	CD4.c.4.h: I can model behaviors that demonstrate reliability and dependability.	
	CD4.c.5.h: I can maintain appropriate dress and behavior for the job to contribute to a safe and effective workplace/jobsite.	
	CD4.c.6.h: I can complete required employment forms and documentation.	
	CD4.c.7.h: I can summarize key activities necessary to retain a job in an industry.	
d: I develop positive relationships with others.	CD4.d.5.h: I can participate in cocurricular and community activities to enhance the school experience.	
	CD4.d.6.h: I can evaluate the best method to assist co-workers in accomplishing goals and tasks.	
	CD4.d.7.h: I can examine the skills required to enable students to successfully transition to postsecondary opportunities.	
	CD4.d.8.h: I can use a systematic approach to academic and career planning for students to achieve their learning, socio-cultural and work goals.	
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.	IMT1.a.6.h: I can justify the selection of various information sources for a given purpose.	
	IMT1.a.7.h: I can explain the level of objectivity for a given source of information.	
	IMT1.a.8.h: I can model how raw data can be applied differently to support opposing arguments or premises.	*Financial Management*
b: I determine the relevance, validity and timeliness of data and information.	IMT1.b.7.h: I can use raw data and information appropriately to support an argument, idea or initiative.	*Financial Management*
	IMT1.b.8.h: I can compare and contrast validity of information from electronic and non-electronic sources.	
	IMT1.b.9.h: I can defend a position or decision using relevant, valid and timely data and information.	
c: I select relevant information necessary for making decisions and solving problems	IMT1.c.5.h: I can defend a solution or conclusion using appropriate data and information.	*Financial Management*
	IMT1.c.6.h: I can interpret and select appropriate information to develop a resolution for a given situation.	
d: I apply data and information to communicate ideas and create new opportunities.	IMT1.d.6.h: I can defend a proposal for a new product or service based on data and information analysis.	

	IMT1.d.7.h: I can synthesize data and information from multiple sources to identify new trends.	*Accounting*
	IMT1.d.8.h: I can manage and share stored data and information for a specific purpose.	*Accounting*
PRIORITY CONTENT STANDARDS & Learning Targets		**Performance Tasks Options/ Assessment Strategies by Standard** *Students may be given options to show their learning in varied ways.*
Standard: BIT.EN1: Students will recognize that entrepreneurs possess unique characteristics and evaluate the degree to which one possesses those characteristics.	*I can explore the characteristics of an entrepreneur.* *I can analyze the role of the entrepreneur.*	
Standard: BIT.EN2: Students will analyze the concepts and processes associated with successful entrepreneurial performance.	*I can evaluate the entrepreneurial discovery process.* *I can formulatea plan to delve into an entrepreneurial venture now or in the future.* *I can integrate the management of many facets of business into an entrepreneurial venture (i.e. finance, human resources, operations, marketing, etc.)*	
GUIDING UNIT QUESTIONS *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*	**STRATEGIES/ACTIVITIES** *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.*	**RESOURCES/MATERIALS** *This includes an applicable textbooks, software, industry recognized certification software/tools, subcriptions (such asPLTW), etc.*
		Professionalism Rubric
		Learning Log
		Activity #1 Buying A Business
		Activity #2 Franchise
		Activity #3 Making Money Online
		Activity #4 Funding Sources
		Protecting your ideas
		Community Speaker

Unit 5 Bus Plan & Pitch		
STAGE 1: Desired Unit Results *What will students understand as a result of the unit?*		**STAGE 2: Assessment Evidence** *By what criteria will performances of understanding be assessed? Through what authentic performance tasks will students demonstrate the desired unit results?*
ESSENTIAL QUESTION (s) *What thought-provoking questions will foster inquiry, understanding, and transfer of learning?*		**Success Criteria with Standards** *The criteria for evaluating performance on standards is constant.*
"What strategies and processes can I use to become a more effective creator, thinker and problem solver? "		CTE standards-based Rubric: Throughout course, students and teachers use rubric for communication of success criteria, reflection, goal setting, and feedback.
Why is communication and collaboration important? How do positive work behaviors and personal qualities impact communication and collaboration?		
PRIORITY CAREER & TECHNICAL STANDARDS & Learning Targets		**Performance Tasks Options/ Assessment Strategies by Standard** *Students may be given options to show their learning in varied ways.*
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.	4C2.a.11.h: I can determine the information needed to address an identified problem.	*Business Plan*
	4C2.a.12.h: I can contrast the benefits and drawbacks of various proposed resolutions to a given situation.	
	4C2.a.13.h: I can predict how an action could result in unintended consequences, both positive and negative.	
	4C2.a.14.h: I can analyze the impact of a decision using a systems thinking model.	
	4C2.a.15.h: I can determine the best resolution for a problem, decision or opportunity based on given criteria.	
	C2.a.16.h: I can defend an action taken or a decision implemented.	*Business Plan*
b: I develop and implement a resolution for a new situation using personal knowledge and experience.	4C2.b.5.h: I can apply past experience to develop a course of action for a new situation.	
	4C2.b.6.h: I can use existing knowledge to develop a resolution for a new situation, problem or opportunity.	
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.	CD4.a.6.h: I can evaluate how selfdiscipline, self-worth, positive attitude and integrity displayed in a work situation affect employment status.	
	CD4.a.7.h: I can assess how flexibility and willingness to learn new knowledge and skills affect employment status.	
	CD4.a.8.h: I can apply communication strategies when adapting to a culturally diverse environment.	*Business Plan*
	CD4.a.9.h: I can use positive workqualities typically desired in each of the career cluster's pathways.	
	CD4.a.10.h: I can manage work roles and responsibilities to balance them with other life roles and responsibilities.	
b: I demonstrate skills related to seeking and applying for employment to find and obtain a desired job.	CD4.b.5.h: I can use multiple resources to locate job opportunities.	*Business Plan*

	CD4.b.6.h: I can prepare a resume, cover letter, employment application.	
	CD4.b.7.h: I can employ critical thinking and decision-making skills to exhibit qualifications to a potential employer in an interview.	*Business Pitch*
c: I identify and exhibit traits for retaining employment.	CD4.c.4.h: I can model behaviors that demonstrate reliability and dependability.	
	CD4.c.5.h: I can maintain appropriate dress and behavior for the job to contribute to a safe and effective workplace/jobsite.	*Business Pitch*
	CD4.c.6.h: I can complete required employment forms and documentation.	
	CD4.c.7.h: I can summarize key activities necessary to retain a job in an industry.	
d: I develop positive relationships with others.	CD4.d.5.h: I can participate in cocurricular and community activities to enhance the school experience.	
	CD4.d.6.h: I can evaluate the best method to assist co-workers in accomplishing goals and tasks.	
	CD4.d.7.h: I can examine the skills required to enable students to successfully transition to postsecondary opportunities.	
	CD4.d.8.h: I can use a systematic approach to academic and career planning for students to achieve their learning, socio-cultural and work goals.	
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.	IMT1.a.6.h: I can justify the selection of various information sources for a given purpose.	*Business Plan*
	IMT1.a.7.h: I can explain the level of objectivity for a given source of information.	
	IMT1.a.8.h: I can model how raw data can be applied differently to support opposing arguments or premises.	
b: I determine the relevance, validity and timeliness of data and information.	IMT1.b.7.h: I can use raw data and information appropriately to support an argument, idea or initiative.	
	IMT1.b.8.h: I can compare and contrast validity of information from electronic and non-electronic sources.	
	IMT1.b.9.h: I can defend a position or decision using relevant, valid and timely data and information.	
c: I select relevant information necessary for making decisions and solving problems	IMT1.c.5.h: I can defend a solution or conclusion using appropriate data and information.	
	IMT1.c.6.h: I can interpret and select appropriate information to develop a resolution for a given situation.	
d: I apply data and information to communicate ideas and create new opportunities.	IMT1.d.6.h: I can defend a proposal for a new product or service based on data and information analysis.	*Business Plan and Pitch*

	IMT1.d.7.h: I can synthesize data and information from multiple sources to identify new trends.	
	IMT1.d.8.h: I can manage and share stored data and information for a specific purpose.	*Business Plan & Pitch*
PRIORITY CONTENT STANDARDS & Learning Targets		Performance Tasks Options/ Assessment Strategies by Standard *Students may be given options to show their learning in varied ways.*
Standard: BIT.EN1: Students will recognize that entrepreneurs possess unique characteristics and evaluate the degree to which one possesses those characteristics.	*enter learning targets associated with the standard, add more rows as needed.*	*Business Plan and Pitch*
Standard: BIT.EN2: Students will analyze the concepts and processes associated with successful entrepreneurial performance.	*enter learning targets associated with the standard, add more rows as needed.*	
	enter learning targets associated with the standard, add more rows as needed.	
SUPPORTING STANDARDS AND LEARNING TARGETS		Performance Tasks Options/ Assessment Strategies by Standard *Students may be given options to show their learning in varied ways.*
EN1.a: I can explore the characteristics of an entrepreneur.	*enter learning targets, add more rows as needed*	
EN1.b: I can analyze the role of the entrepreneur in America's businesses today.		
"EN2.a: I can evaluate the entrepreneurial discovery process. "	STRATEGIES/ACTIVITIES *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.*	RESOURCES/MATERIALS *This includes an applicable textbooks, software, industry recognized certification software/tools, subcriptions (such asPLTW), etc.*
EN2.b: I can formulate a plan to in delve into an entrepreneurial venture now or in the future.		Professionalism Rubric
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.).		Business Plan-Broken into 5 Parts
		Phase One: Conceptualization and Introduction
		Plase 2 : Phase Two: Market Analysis and Marketing Plan
		Phase 3: Financials
		Phase Four- Executive Summary & Finalization
		Phase 5 Devliery
		Business Plan Peer Review
		Community Speaker
		SBA.gov website