PLANNED INSTRUCTION

A PLANNED COURSE FOR:

Introduction to Entrepreneurship

Curriculum Writing Committee:

Marielle Cohen

Grade Level: 11-12

Date of Board Approval: _____

Course Weighting: Introduction to Entrepreneurship

Unit Projects	25-100 points, depending on size
Class Participation and Involvement	45 points / quarter
Unit Quizzes	30 points / quiz
Classwork/Homework	5-30 points / assignment
Total	Approximately 400-500 points per quarter

Curriculum Map

Overview: The purpose of this course is to expose students to the realities - both the triumphs and the pitfalls - of becoming an entrepreneur. It is important to offer a course on this topic because real-life attempts at starting a business have major implications, such as financial ruin, but this course allows students to experiment with their ideas in a safe setting where they can learn from their mistakes but not be crushed by them. In this course, students will learn the basics of entrepreneurship, background on key economic topics, how to recognize opportunities, business ethics, advertising and marketing, management, finances, legality in the business place, and create their own business plan. In this course, students will be expected to interact with classmates and learn to work with each other through team-building activities. After completing the course, students should have a basic understanding of what it takes to be a successful entrepreneur in the current global economy.

Goals:

- **Marking Period One/Three (45 days) - Students will have an understanding of:**
  - **Unit 1: Basics of Entrepreneurship - 10 days**
    - Character traits of an entrepreneur
    - Types of business organizations
    - Creative destruction
    - Visualizing their own future
  - **Unit 2: Economics - 12 days**
    - Types of economic systems
    - U.S. economic system
    - Supply and demand as they affect the overall market and individual entrepreneurs
    - Pricing based on supply and demand
  - **Unit 3: Recognizing Opportunity - 11 days**

        - Taking risks and understanding risks
        - Recognizing opportunities and capitalizing on them
        - Comparing and contrasting family-owned businesses, purchasing an existing business, franchising, and starting from scratch
        - Franchising
    - **Unit 4: Business Ethics - 12 days**
        - Business ethics in practice
        - The importance of integrity as an entrepreneur
        - Dealing with ethical dilemmas
- **Marking Period Two/Four (45 days) - Students will have an understanding of:**
    - **Unit 5: Advertising - 15 days**
        - Persuasive Techniques
        - Different types of advertising
        - Creating effective marketing campaigns by using persuasive techniques and targeting audiences
    - **Unit 6: Finance - 20 days**
        - Sources of finance
        - Financial requirements
        - Legal issues involved in start-ups
    - **Unit 7: Management - 10 days**
        - Management styles and skills
        - How to manage purchasing and inventory, production management and distribution
        - Creating a business plan
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Big Ideas:

- Big Idea #1: Entrepreneurs are risk-takers who drive the economy by recognizing opportunities and filling holes in the market in order to make profits.
- Big Idea #2: Entrepreneurs must follow a code of ethics in order to keep the economy running smoothly and gain consistent business.
- Big Idea #3: Successful entrepreneurs must have more than a good idea. Effective planning, financing, marketing, and managing are needed for the entrepreneur to realize his or her vision. In addition to working through legal issues, entrepreneurs must learn how to create a business plan.

Textbook and Supplemental Resources:

- **Primary Textbook Name**
    - **Textbook ISBN:**
    - **Textbook Publisher/Year of Publication:**

- **Supplemental Resources:**
    - Books:
        - *The E-Myth: Why Most Small Businesses Don't Work and What to Do About It* by Michael E. Gerber. Published by Collins Business. 1995.

- *Grit: The Power of Passion and Perseverance* by Angela Duckworth. Published by Scribner/Simon & Schuster. 2016.
- *How to Win Friends and Influence People: The Only Book You Need to Lead You to Success* by Dale Carnegie. Published by Simon & Schuster. 1936.
- *Leaders: Myth and Reality* by General Stanley McChrystal. Published by Portfolio/Penguin. 2018.
- *Lost and Founder: A Painfully Honest Field Guide to the Startup World* by Rand Fishkin. Published by Portfolio. 2018.
- *Outliers: The Story of Success* by Malcom Gladwell. Published by Little, Brown and Company. 2008.
- *The 7 Habits of Highly Effective People* by Stephen R. Covey. Published by Free Press. 2004.
- *The Innovator's Dilemma: The Revolutionary Book That Will Change the Way You Do Business* by Clayton M. Christensen. Published by HarperBusiness. 2011.
- *Blue Ocean Strategy, Expanded Edition: How to Create Uncontested Market Space and Make the Competition Irrelevant* by W. Chan Kim and Renée Mauborgne. Published by Harvard Business Review Press. 2015.
- *Built to Last: Successful Habits of Visionary Companies* by Jim Collins and Jerry I Porras. Published by HarperBusiness. 1997.
- *Guerrilla Marketing* by Jay Conrad Levinson. Published by Houghton Mifflin. 1984.
- *The Wealth of Nations* by Adam Smith. 1723-1790.
- *The Outsiders: Eight Unconventional CEOs and Their Radically Rational Blueprint for Success* by William N. Thorndike. Published by Harvard Business Review Press. 2012.
- *Radical Candor: Be a Kick-Ass Boss Without Losing Your Humanity* by Kim Scott. Published by St. Martin's Press. 2017.
- *Good to Great: Why Some Companies Make the Leap and Others Don't* by Jim Collins. Published by HarperBusiness. 2001.
- *Start with Why: How Great Leaders Inspire Everyone to Take Action* by Simon Sinek. Published by Penguin Books. 2011.
- *The Lean Startup* by Eric Ries. Published by Crown Business. 2011.
- *Too Big to Fail* by Andrew Ross Sorkin. Published by Penguin Books. 2010.
- *Leaders Eat Last: Why Some Teams Pull Together and Others Don't* by Simon Sinek. Published by Portfolio/Penguin. 2014.
- *First, Break All The Rules: What the World's Greatest Managers Do Differently* by Jim Harter. Published by Gallup Press. 2016.
- *Zero to Sold* by Arvid Kahl. Self-published. 2020.
- *Rework* by Jason Fried and David Heinemeier Hansson. Published by Crown Business. 2010.
- *The Art of the Start* by Guy Kawasaki. Published by Portfolio. 2004.
- *Why Didn't They Teach Me This in School?: 99 Personal Money Management Principles to Live By* by Cary Siegel. 2013.

        - *Rich Dad Poor Dad: What the Rich Teach Their Kids About Money That the Poor and Middle Class Do Not!* by Robert T. Kiyosaki. Published by Plata Publishing. 2017.
        - *Broke Millennial: Stop Scraping By and Get Your Financial Life Together (Broke Millennial Series)* by Erin Lowry. Published by TarcherPerigee. 2017.
        - *Hurdle: The Book on Business Planning* by Tim Berry. Published by Palo Alto Software, Inc. 2006.
    - Podcasts:
        - The Tim Ferriss Show, This Week in Startups, How I Built This, Masters of Scale, The School of Greatness with Lewis Howes, Rework: A Podcast by Basecamp, Pivot, Side Hustle School, A16z, Mixergy, Smart Passive Income, The GaryVee Audio Experience, The Indicator from Planet Money, Youpreneur FM, Startup, Marketing Mantra, Entrepreneurs on Fire, Behind the Brilliance, The Blogging Millionaire, Marketing Over Coffee.

Curriculum Plan

Unit 1: Basics of Entrepreneurship - 10 days

- **Standards:**
  - 13.1.9-12.B: Analyze entrepreneurship and other self-employment opportunities as they relate to personal career goals and corporate opportunities; evaluate successful entrepreneurs in both nonprofit and for-profit organizations and how the 4 P's play a role in branding.
  - 13.1.9-12.C: Analyze external factors that impact employment opportunities, such as, but not limited to: Competition, Global influences, Job growth, Job openings, Labor supply, Potential advancement, Potential earnings.
  - 13.2.9-12.E: Evaluate time and project management strategies and their application to both personal and work situations.
  - 13.2.9-12.F: Apply Entrepreneurial mindset characteristics and skills to school, work, and extracurricular environments.
  - 13.3.9-12.B: Identify sources of lifelong learning to strengthen existing skills, develop new skills, and maximize career growth.
  - 13.3.9-12.C: Incorporate feedback and personal reflection to evaluate success towards completing goals and determine a next course of action.
  - 13.4.9-12.B: Evaluate career options based on personal interests, abilities, aptitudes, achievements, and goals.
  - 13.4.9-12.C: Use a variety of methods to research careers that align with personal interests, values, strengths, and career goals.
  - 13.4.9-12.D: Evolve career plan to enact additional action steps that may include, but not be limited to: Electives, Extracurricular activities, Coursework, Career interests, Strengths and abilities, Educational and training opportunities, Work-based learning, Industry-recognized credentials.
  - 6.4.12.D.: Analyze how changes in transportation, communication networks, and technology affect economic interdependence around the world in the 21st century.
  - 6.5.12.C. Analyze the costs and benefits of organizing a business as a sole proprietorship, partnership, or corporation.
  - 6.5.12.F.: Assess the impact of entrepreneurs on the economy.
  - 15.2.12.A. Analyze personal characteristics, talents, skills, abilities and career assessment results as related to career pathways, clusters, or occupations.
  - 15.2.12.J. Analyze career goals based on, but not limited to, interest, lifestyle, skills, and values in order to transition from high school.
  - 15.4.12.A. Apply the creative and productive use of emerging technologies for educational and personal success.
  - 15.5.12.A. Analyze personal choices in preparation for entrepreneurship.
  - 15.5.12.B. Evaluate personal management and organizational abilities to succeed in entrepreneurship.
  - 15.3.12.N. Demonstrate appropriate work ethic in the workplace, community, and classroom.

- 15.5.12.E. Evaluate legal forms of business entities when considering entrepreneurship (e.g., existing business, franchise, new business, corporation, LLC, partnership, sole proprietorship).
- 15.9.5.F. Identify types of products and services that have changed over time.
- 15.5.12.C. Analyze the impact of entrepreneurship in the domestic economy.
- 15.5.12.E. Evaluate legal forms of business entities when considering entrepreneurship (e.g., existing business, franchise, new business, corporation, LLC, partnership, sole proprietorship).
- 15.8.12.B. Analyze the costs and benefits of organizing a business as a sole proprietorship, partnership, or corporation.
- 15.8.12.K. Design a career plan that incorporates personal interests, education, and societal trends, as related to lifelong learning in the changing global environment.

Objectives:

- Students will be able to identify the role of small businesses and entrepreneurship in the economy. (DOK 1)
- Students will be able to describe the different types of ownership of businesses: sole proprietorship, partnership, corporation, and limited liability company. (DOK 1)
- Students will be able to compare different types of businesses. (DOK 3)
- Students will be able to describe entrepreneurs and their character traits. (DOK 1)
- Students will be able to research a successful entrepreneur and conduct a case study on that individual's entrepreneurial journey. (DOK 2)
- Students will be able to identify creative destruction as a driving force and perpetual cycle of a market economy. (DOK 1)
- Students will assess entrepreneurs' contributions to the economy. (DOK 3)
- Students will be able to critique different business opportunities. (DOK 3)
- Students will be able to critique individuals on their characteristics and approach to business while watching episodes of Shark Tank. (DOK 4)

Core Activities and Corresponding Instructional Methods:

- Group projects, discussion, and collaboration will be used frequently throughout the unit.
  - Students will work through projects and problems with other members of the class in order to learn and understand the concepts taught in this class.
- Direct instruction and Smart notes will be used throughout the unit.
- Students will identify the characteristics of entrepreneurs through reading and direct instruction.
- Students will identify and discuss which entrepreneurial characteristics they possess.
- Students will write a self-reflective essay in which they are asked to "Visualize Your Future." They should explain where they see their lives in 5, 10, and/or 15 years, whether they will be their own boss, how they will make money, and what they need to do (college, trade school, job, etc.) in order to make that vision come to life.
- Students will research an entrepreneur and create a presentation about them. They will then present this to the class.
- Students will debate the question, "what is the greatest invention ever made?"

- Students will complete a worksheet and engage in a class discussion on creative destruction and the greatest invention/innovation.
- Students will team up with partners to revitalize the pizza industry through innovative ideas.

Assessments:

- **Diagnostic:**
  - The Visualize Your Future paper is a way to gauge student strengths in writing and creative thought. It is the first formal assignment in the class and can serve as a baseline for comparison with the final Shark Tank project at the end of the semester, showing how much progress the student has made in the class and their understanding of how to become an entrepreneur.
  - Pre-quizzes
  - Project-based learning
  - Pre-questions
  - Define terms

- **Formative:**
  - Teacher-made questions in class about content
  - At the Bells and Exit Tickets
  - Visualize Your Future paper
  - Class discussions and debates
  - Check-ins on the Successful Entrepreneur research project: the teacher should communicate with individual students about their progress as they conduct research and create their presentation.
  - Cooperative Learning assignments
    - Balloon Debate, Marshmallow Challenge, Envelope Challenge, Market Economy Simulation
  - Research assignments
    - Successful Entrepreneurs, Franchise Research
  - Guest speakers
  - Writing prompts
    - Visualizing your future, Role of integrity in Entrepreneurs

- **Summative:**
  - Successful Entrepreneur Research Project
  - Basics of Entrepreneurship Quiz
  - Economics Concepts Quiz
  - Recognizing Opportunities Quiz
  - Franchise Research Project
  - Ethics Quiz

- **Correctives:**
  - For students who struggle to comprehend information on the Entrepreneurship Basics quiz, opportunity to prove understanding in another format.

    - Opportunity to do a different project if presenting on a successful entrepreneur is not possible for a student.
    - Opportunity to conduct more research on career options and redo work if the student struggles to come up with a plan for the future visualization paper.

- **Extensions:**
    - Reach out to a local entrepreneur and conduct an interview on them and their business(es).
    - Use AI to come up with a questionnaire and/or chatbot that will actually be useful to students who are contemplating becoming entrepreneurs, but not sure if they have the correct characteristics.

Unit 2: Economics - 12 days

- **Standards:**
  - 13.1.9-12.C: Analyze external factors that impact employment opportunities, such as, but not limited to: Competition, Global influences, Job growth, Job openings, Labor supply, Potential advancement, Potential earnings.
  - 6.1.9.A.: Analyze how choices are made because of scarcity.
  - 6.1.12.A.: Predict the long-term consequences of decisions made because of scarcity.
  - 6.1.12.D.: Predict how changes in incentives may affect the choices made by individuals, businesses, communities, and nations.
  - 6.1.9.B.: Identify the origin of resources and analyze the impact on the production of goods and services. Analyze how unlimited wants and limited resources affect decision making.
  - 6.4.W.B.: Explain how trade contributes to economic interdependence.
  - 6.2.C.A. Analyze the flow of goods and services in the national economy.
  - 6.2.9.B.: Explain how competition between buyers and sellers affects price.
  - 6.2.W.D.: Explain how the laws of supply and demand impacted individuals and groups behavior over time.
  - 6.2.12.D.: Predict how changes in supply and demand affect equilibrium price and quantity sold.
  - 6.2.C.G. Compare and contrast various economic systems.
  - 6.3.C.C.: Evaluate the social, political, and economic costs/benefits of potential changes to taxation policies.
  - 6.4.C.A. Explain how specialization contributes to economic interdependence on a national and international level.
  - 6.4.12.D.: Analyze how changes in transportation, communication networks, and technology affect economic interdependence around the world in the 21st century.
  - 6.5.12.B. Evaluate how changes in education, incentives, technology, and capital investment alter productivity.
  - 15.9.8.H. Analyze pricing strategies and practices used by local, domestic, and global industries.
  - 6.5.12.C. Analyze the costs and benefits of organizing a business as a sole proprietorship, partnership, or corporation.
  - 6.5.12.F.: Assess the impact of entrepreneurs on the economy.
  - 15.5.12.C. Analyze the impact of entrepreneurship in the domestic economy.

Objectives:

- Students will be able to identify the role of small businesses and entrepreneurship in the economy. (DOK - 3)
- Students will be able to critique different business opportunities. (DOK 3)
- Students will be able to explain the Laws of Supply and Demand. (DOK 1)
- Students will be able to analyze how supply and demand affect an entrepreneur's decisions. (DOK 4)
- Students will take part in a market economy simulation. (DOK 4)

Core Activities and Corresponding Instructional Methods:

- Group projects, discussion, and collaboration will be used frequently throughout the unit.
- Direct instruction and Smart notes will be used throughout the unit.
- Students will identify that the United States is a mixed market economy.
- Students will watch the "The Invisible Hand" video created by Izzit, available on YouTube.
- Students will take part in the "Balloon Debate."
- Students will learn about the Law of Supply and the Law of Demand through direct instruction, guided practice, and independent practice.
- Students will practice graphing supply and demand curves.
- Students will go through scenarios that would cause shifts in supply and demand curves.
- Students will practice what directions supply and demand curves would shift in given scenarios.
- Students will participate in the "Law of Demand" demonstration.
- Students will participate in the "Market Economy Simulation" where they must create a small business idea and create something - a product or service - that their classmates can purchase (with fake currency) on the day of the simulation. The group that makes the most money is the winning group.
- After the simulation, the class will debrief. The teacher should lead the discussion on key points such as:
    - What made the most successful businesses, and the least successful?
    - Hard work does NOT always translate into business success; some of the most successful groups just had a good idea that others wanted to buy, whereas some of the least successful groups worked really hard but had a product/service their classmates were uninterested in buying.
    - What changes might each group make in order to be more successful, and why?

Assessments:

- **Diagnostic:**
    - Discussions and questions in class, lesson hooks to gauge prior knowledge and interest.
    - Pre-quizzes
    - Project-based learning
    - Pre-questions
    - Define terms

- **Formative:**
    - Teacher questions in class about content, At the Bells and Exit Tickets, class discussions and debates, check-ins about the Market Economy Simulation project; (teacher should communicate with individual students about their progress while they conduct research and create their presentation).
    - Cooperative Learning Assignments: Balloon Debate

- **Summative:**
    - Economics Concepts Quiz

    - Market Economy Simulation Project

- **Correctives:**
    - For students who struggle to comprehend information on the Economic Concepts quiz, opportunity to prove understanding in another format.

- **Extensions:**
    - Create a podcast about the Market Economy Simulation. Discuss the strategies that should be used and considered when creating a business plan, including local economies, demand for products/services, pricing techniques, and more.
    - Either on their own or using AI, develop a questionnaire that can be easily used to gauge demand for various business ideas in specific locations.

Unit 3: Recognizing Opportunity - 11 days

- **Standards:**
  - 13.1.9-12.B: Analyze entrepreneurship and other self-employment opportunities as they relate to personal career goals and corporate opportunities; evaluate successful entrepreneurs in both nonprofit and for-profit organizations and how the 4 P's play a role in branding.
  - 13.1.9-12.C: Analyze external factors that impact employment opportunities, such as, but not limited to: Competition, Global influences, Job growth, Job openings, Labor supply, Potential advancement, Potential earnings.
  - 13.2.9-12.F: Apply Entrepreneurial mindset characteristics and skills to school, work, and extracurricular environments.
  - 13.3.9-12.B: Identify sources of lifelong learning to strengthen existing skills, develop new skills, and maximize career growth.
  - 6.1.9.A.: Analyze how choices are made because of scarcity.
  - 6.1.12.A.: Predict the long-term consequences of decisions made because of scarcity.
  - 6.1.12.D.: Predict how changes in incentives may affect the choices made by individuals, businesses, communities, and nations.
  - 6.1.9-12.K: Evaluate how a country might benefit by lowering or removing trade barriers.
  - 6.5.9.D.: Analyze how risks influence business decision-making.
  - 15.2.8.Q. Explain how changes in society influence the job market (creation of new positions and elimination of obsolete work).
  - 15.5.12.E. Evaluate legal forms of business entities when considering entrepreneurship (e.g., existing business, franchise, new business, corporation, LLC, partnership, sole proprietorship).
  - 6.5.12.C. Analyze the costs and benefits of organizing a business as a sole proprietorship, partnership, or corporation.
  - 15.5.12.A. Analyze personal choices in preparation for entrepreneurship.
  - 15.5.12.C. Analyze the impact of entrepreneurship in the domestic economy.
  - 15.2.12.K. Apply networking skills as a resource for further career portfolio development and career opportunities.

Objectives:

- Students will research business ideas that they would like to evaluate. (DOK 1)
- Students will be able to discuss the various business ideas and how they apply to the business trends. (DOK 2)
- Students will analyze risks and weigh the costs and benefits of decisions. (DOK 4)
- Students will evaluate their own risk-taking tendencies. (DOK 3)
- Students will be able to identify the trends that will impact business ventures. (DOK 1)
- Students will be able to explain the difference between ideas and opportunities. (DOK 2)
- Students will be able to practice thinking creatively about opportunities. (DOK 4)
- Students will be able to compare and contrast major aspects of buying a business and starting a business. (DOK 3)

- Students will be asked to identify their priorities and evaluate the importance of priorities in business decisions. (DOK 1)

Core Activities and Corresponding Instructional Methods:

- Group projects, discussion, and collaboration will be used frequently throughout the unit.
- Direct instruction and Smart notes will be used throughout the unit about the benefits and drawbacks of various types of entrepreneurship, such as: purchasing an existing business, opening or working in a family business, opening a franchise as a franchisee, and opening one's own (original) business.
- Students will participate in a "Networking Event" in class where they meet and talk to all of their classmates. They should practice an elevator speech about themselves, their future career goals, and their overall interests. This is meant to help them recognize potential connections with other students whom they may not have otherwise realized had some type of connection with them, as well as to practice interacting with others. The teacher should go over handshakes, eye contact, etc.
- Students will watch the Tina Seelig TED Talk "The little risks you can take to increase your luck", evaluate their risk-taking tendencies, and complete the "Riskometer."
- Students will evaluate trends in business through class discussion.
- Students will participate in some form of the "Envelope Challenge."
- Students will individually complete the "Franchise Research" a research activity on two franchises. They should compare the two and then make a final decision on which they would open if they had to choose one, and explain why.
- Students will individually complete the "Game Changers Project" a project where they investigate a company or individual who came up with a game-changing invention or system. They should explore why this new idea was changing for the economy or world, how it became widespread, whether it had previously been around and just re-marketed, and whether it can be further innovated or if it will stay as it is today.
- Students will watch the movie "The Founder."
- Students will either write about or create an original product that shows how one of the characters in the movie "The Founder" recognized opportunities and capitalized on them for either good or bad reasons.

Assessments:

- **Diagnostic:**
  - Discussions and questions in class, lesson hooks to gauge prior knowledge and interest.

- **Formative:**
  - Teacher questions in class about content, At the Bells and Exit Tickets, class discussions and debates, check-ins about class projects and assignments.

- **Summative:**
  - Recognizing Opportunities Quiz

- **Correctives:**

    - For students who struggle to comprehend information on the Recognizing Opportunity quiz, provide an opportunity to demonstrate understanding in another format.

- **Extensions:**
    - Have students complete a version of the Envelope Challenge.

Unit 4: Business Ethics - 12 days

- **Standards:**
  - 6.1.12.D.: Predict how changes in incentives may affect the choices made by individuals, businesses, communities, and nations.
  - 6.1.9.C. Explain the opportunity cost associated with government policies.
  - 15.1.5.B. Explain the need for ethics in the classroom and business.
  - 15.2.12.P. Evaluate conflicts within the workplace and demonstrate procedures to acquire a positive resolution.
  - 15.2.8.P. Identify strategies for conflict resolution.
  - 15.3.12.K. Apply cultural mores to evaluate intent of verbal and non-verbal behaviors.
  - 15.3.12.M. Critique etiquette skills for building and maintaining a professional image.
  - 15.3.8.R. Discuss appropriate communication strategies between supervisors and subordinates.
  - 15.3.12.T. Demonstrate application of digital citizenship in work and personal situations.
  - 15.4.12.B. Evaluate the impact of social, legal, ethical, and safe behaviors on digital citizenship.
  - 15.5.8.K. Identify government agencies and regulations that impact business.
  - 15.5.12.K. Analyze issues and cases associated with government regulation.
  - 15.8.12.C. Critique major social and ethical decisions made by business and organizations throughout history.
  - 15.8.8.C. Discuss ethical and unethical behaviors and their impact on business and organizations.

Objectives:

- Students will analyze the choices that surround ethical dilemmas. (DOK 4)
- Students will be able to define an ethical dilemma. (DOK 1)
- Students will create hypothetical ethical dilemmas that may pop up in both the workplace or their personal lives. (DOK 4)
- Students will be able to identify multiple courses of action in given ethical dilemmas. (DOK 2)
- Students will analyze potential approaches to ethical dilemmas as both employees and employers. (DOK 4)
- Students will be able to identify Intellectual Property and distinguish the various types of Intellectual Property. (DOK 2)
- Students will be able to identify the laws that regulate trade. (DOK 1)
- Students will be able to define copyright, trademark, and patent. (DOK 1)

Core Activities and Corresponding Instructional Methods:

- Group projects, discussion, and collaboration will be used frequently throughout the unit.
- Direct instruction and Smart notes will be used throughout the unit.
- Students will debate the role of honesty and integrity in entrepreneurs, and will write about their opinion on whether honesty is a competitive advantage or disadvantage.

- Students will work through ethical dilemmas with group members and analyze the consequences of each potential choice on a worksheet.
- Students will watch and evaluate an episode of Undercover Boss for ethical dilemmas.
- Students will watch the "Real Value" documentary. The teacher should create a worksheet to go along with the documentary to be completed after viewing. The teacher should also facilitate discussion about the video either throughout viewing or afterwards.
- Students will complete an activity where they need to find two to three ethical dilemmas in business, politics, sports, current events, history, etc. They should investigate all of the possible decisions stakeholders had, and then evaluate the actual outcomes.

Assessments:

- **Diagnostic:**
  - Discussions and questions in class, lesson hooks to gauge prior knowledge and interest.

- **Formative:**
  - Teacher questions in class about content, At the Bells and Exit Tickets, class discussions and debates, check-ins about class projects and assignments.

- **Summative:**
  - Business Ethics Quiz

- **Correctives:**
  - For students who struggle to comprehend information on the Business Ethics quiz, opportunity to prove understanding in another format.

- **Extensions:**
  - Create a project based on a topic from the "Real Value" documentary and/or a current events situation by taking a deep dive into one ethical issue. Discuss the major stakeholders, potential courses of action, prices/opportunity cost for all stakeholders, any legal boundaries, and possible outcomes from each course of action.
  - Create a solution - no matter how feasible - for a small but frequent ethical dilemma that entrepreneurs might face.

Unit 5: Advertising - 15 days

- **Standards:**
  - 6.1.9.A.: Analyze how choices are made because of scarcity.
  - 6.1.12.A.: Predict the long-term consequences of decisions made because of scarcity.
  - 6.1.12.D.: Predict how changes in incentives may affect the choices made by individuals, businesses, communities, and nations.
  - 6.4.12.D.: Analyze how changes in transportation, communication networks, and technology affect economic interdependence around the world in the 21st century.
  - 6.5.12.F.: Assess the impact of entrepreneurs on the economy.
  - 6.2.W.C. Evaluate the impact of advertising and media on individual and group behavior throughout world history.
  - 6.2.C.C. Analyze how media affects economic decisions.
  - 15.3.8.E. Choose appropriate print and electronic resources to meet project need.
  - 15.9.8.B. Describe how businesses influence purchasing decisions.
  - 15.9.12.I. Design a comprehensive promotion plan for a product or service.
  - 15.9.12.K. Create a comprehensive marketing plan.

Objectives:

- Students will identify different persuasive techniques - testimonials, slogans, bandwagon, appeal to emotion, expert opinion, and more - used in advertisements. (DOK 1)
- Students will be able to identify ethos, pathos and logos in advertisements. (DOK 1)
- Students will create their own advertisements. (DOK 4)
- Students will be able to identify target audiences for advertisements. (DOK 1)
- Students will analyze the effectiveness of advertisements and marketing campaigns. (DOK 4)

Core Activities and Corresponding Instructional Methods:

- Group projects, discussion, and collaboration will be used frequently throughout the unit.
- Direct instruction and Smart notes will be used throughout the unit.
- Students will choose a book by/for entrepreneurs and read and evaluate it weekly - to be done throughout the entire second marking period.
- As a class, watch a variety of teacher-chosen real life commercials and have students work to figure out which persuasive techniques were used in each. Then have students submit proposals for their own favorite commercials to be shown in class for everyone to watch and evaluate.
- Students will create a **print** advertisement for a product/service/event of their choice. "Advertising Project Part 1."
- Students will create a **social media** advertisement for a product/service/event of their choice. "Advertising Project Part 2."
- Students will create a **video** (commercial) advertisement for a product/service/event of their choice. "Advertising Project Part 3."
- In class, students will get to view each other's commercials. The teacher will lead discussion about best commercials and what about them was successful.

- If at all possible, teacher should coordinate with a school club to have students create an additional advertisement each about an event (for example, work with Student Council to promote a spirit week, Drama Club to promote an upcoming event, or an athletic team to promote attendance at an upcoming game).
- Students will create a class commercial about a specific product/service/event which will include all students and all types of persuasive techniques, "Class Commercial."

Assessments:

- **Diagnostic:**
  - Discussions and questions in class, lesson hooks to gauge prior knowledge and interest.

- **Formative:**
  - Teacher questions in class about content, At the Bells and Exit Tickets, class discussions and debates, check-ins about advertisement projects and assignments.

- **Summative:**
  - Advertising Quiz
  - Advertising Projects - Print, Social Media, and Commercial

- **Correctives:**
  - For students who struggle to comprehend information on the Advertising quiz, opportunity to prove understanding in another format.

- **Extensions:**
  - Reach out to a small business in the community and help them create an advertising campaign as an act of community service.

Unit 6: Finance - 20 days

- **Standards:**
  - 6.1.9.A.: Analyze how choices are made because of scarcity.
  - 6.1.9-12.K: Evaluate how a country might benefit by lowering or removing trade barriers.
  - 6.1.12.D.: Predict how changes in incentives may affect the choices made by individuals, businesses, communities, and nations.
  - 6.4.12.D.: Analyze how changes in transportation, communication networks, and technology affect economic interdependence around the world in the 21st century.
  - 6.3.C.B. Assess the government's role in regulating and stabilizing the state and national economy.
  - 15.1.5.K. Recognize and give examples of revenue.
  - 15.1.5.L. Recognize and give examples of expenses.
  - 15.1.12.N. Explain how the different forms of business ownership and business operations are reported on financial statements.
  - 15.1.8.P. Identify and describe bank statements.
  - 15.1.12.Q. Prepare financial statements (including a Balance Sheet, Profit & Loss and Owner's Equity) and understand their relevance.
  - 15.3.8.G. Develop appropriate information and content for presentations, meetings, discussions, and group assignments.
  - 15.3.12.H. Evaluate presentations for language, proper techniques and media choices.
  - 15.5.12. L. Analyze an innovation/ business concept and develop a comprehensive business plan.
  - 14.5.12.M. Analyze funding sources for an entrepreneurship including, IPO, venture capital, loans, and owner capital.
  - 15.6.12.G. Identify strategies for personal financial management.

Objectives:

- Students will be able to identify sources of finance. (DOK 1)
- Students will analyze how some government regulations hinder startups. (DOK 4)
- Students will be able to pinpoint mistakes that many entrepreneurs make that eventually lead to failure (cause and effect). (DOK 2)
- Students will be able to define bootstrapping. (DOK 1)
- Students will be able to research and present different types of bootstrapping opportunities. (DOK 3)
- Students will differentiate between the various types of equity financing. (DOK 3)
- Students will research and compare several types of business models. (DOK 2)
- Students will identify which business models best fits their business. (DOK 1)
- Students will be able to make the calculations needed for start-up capital. (DOK 1)
- Students will interpret the accounting systems for small businesses. (DOK 2)
- Students will be able to identify legal issues involved in startups. (DOK 1)
- Students will be able to discuss the laws affecting start-ups. (DOK 1)

Core Activities and Corresponding Instructional Methods:

- Group projects, discussion, and collaboration will be used frequently throughout the unit.
- Direct instruction and Smart notes will be used throughout the unit.
- Students will explore methods and sources of funding through direct instruction and individual practice and investigation.
- Students will distinguish and differentiate between the various legal protections afforded to entrepreneurs in a free-market society.
- Students will discuss and debate the role of government regulations on business activities in the U.S.
- Students will construct a competitive analysis of business opportunities.
- Students will critique real-world business ventures and their efficacy.
- Students will write a one-page report where they (hypothetically) ask a venture capital company for funding for their proposed business, "Valuable Ventures."
- Students will discuss the pros and cons of bootstrapping.
- Students will write "Bootstrapping Possibilities" about a business they could potentially bootstrap; they should detail why this idea in particular would work with this type of financial plan.
- Students will describe the calculations needed for start-up capital.
- Students will work on financial analysis in hypothetical situations.
    - Example: A venture capitalist gives your business $100,000 for two years. In return the venture capitalist seeks a return of 30 to 50 percent. At minimum, how much will you owe at the end of the two years?
- Students will individually complete "Personal Finance Culminating Assignment." an activity on a business venture of their choice with a detailed financial plan on how to both start the business and to maintain it for a five year period.
- Students will compete in a "Shark Tank Simulation," where they will work in groups.
- Students will present their Shark Tank projects to a panel of Sharks (teachers), who will then ask them questions about their projects and vote at the end on the product they're most likely to 'invest in.'

Assessments:

- **Diagnostic:**
    - Discussions and questions in class, lesson hooks to gauge prior knowledge and interest.

- **Formative:**
    - Teacher questions in class about content, At the Bells and Exit Tickets, class discussions and debates, check-ins about Shark Tank project (project should take about two weeks of class for students to create) and other assignments.

- **Summative:**
    - Finance Quiz
    - Shark Tank Project
    - Personal Finance Culminating Assignment

- **Correctives:**

    - For students who struggle to comprehend information on the Finance quiz, opportunity to prove understanding in another format.

- **Extensions:**
    - Create a full business plan for an idea of their choosing.
    - Investigate the financial reporting of a public company using the Securities and Exchange Commission Database.
    - Critique a business's financial plan that the class viewed on Shark Tank the show by diving deep into their publicly available information.

Unit 7: Management - 10 days

- **Standards:**
  - 13.1.9-12.B: Analyze entrepreneurship and other self-employment opportunities as they relate to personal career goals and corporate opportunities; evaluate successful entrepreneurs in both nonprofit and for-profit organizations and how the 4 P's play a role in branding.
  - 13.1.9-12.C: Analyze external factors that impact employment opportunities, such as, but not limited to: Competition, Global influences, Job growth, Job openings, Labor supply, Potential advancement, Potential earnings.
  - 13.2.9-12.E: Evaluate time and project management strategies and their application to both personal and work situations.
  - 13.2.9-12.F: Apply Entrepreneurial mindset characteristics and skills to school, work, and extracurricular environments.
  - 13.3.9-12.B: Identify sources of lifelong learning to strengthen existing skills, develop new skills, and maximize career growth.
  - 13.3.9-12.C: Incorporate feedback and personal reflection to evaluate success towards completing goals and determine a next course of action.
  - 6.1.12.D.: Predict how changes in incentives may affect the choices made by individuals, businesses, communities, and nations.
  - 6.5.9.F.: Examine leading entrepreneurs in Pennsylvania and the United States in terms of the risks they took and the rewards they received.
  - 15.3.8.J. Identify barriers to active listening (e.g., environmental, peer, time, and cultural distractions).
  - 15.3.12.L. Evaluate characteristics of positive role models and their contribution to the development of a professional image.
  - 15.3.12.O. Identify the diverse communication skills necessary within an organization (e.g., customer relations, sales, management).
  - 15.3.12.P. Demonstrate leadership communication skills through delegating, negotiating, goal setting, and generating ideas.
  - 15.3.12.Q. Analyze communication channels and their effectiveness within the corporate culture.
  - 15.3.8.R. Discuss appropriate communication strategies between supervisors and subordinates.
  - 15.3.12.R. Evaluate best practices of communication based on culture, practice, and laws related to supervising others in a corporate entity.
  - 15.8.12.G. Analyze leadership skills necessary for leading at various management levels.
  - 15.8.5.I. Identify the communication skills necessary for success as a leader.

Objectives:

- Students will be able to discuss different management styles by comparing and contrasting them. (DOK 3)
- Students will choose a book to read that will help them as an entrepreneur and be able to analyze and synthesize the information in it. (DOK 4)

- Students will be able to interact and connect with local entrepreneurs throughout guest speaking sessions. (DOK 4)
- Students will be able to critique individuals as well as their characteristics and approach to business while watching episodes of Shark Tank. (DOK 3)
- Students will be able to differentiate the different areas of the business plan. (DOK 3)
- Students will create a complete business plan for an original idea of their own. (DOK 4)

Core Activities and Corresponding Instructional Methods:

- Group projects, discussion, and collaboration will be used frequently throughout the unit.
- Direct instruction and Smart notes will be used throughout the unit.
- Start this unit with a class discussion about characteristics that make up the best leaders they can think of - in pop culture, history, sports, and their own lives.
- Have students create a Leadership Pizza, where they choose the eight characteristics they believe make the best leaders. Then they fill in each characteristic (pizza slice) with how much they already embody that characteristic.
- Students will compete in groups to complete the Marshmallow Challenge.
- Students will research several types of business models in groups.
- Students will create "Best Business," an opinion-based persuasive poster on the best type of business model.
- Students will discuss different management styles and discuss their personal experiences with each.
- Students will work together through Management Simulations.
- Students will create an Obstacle or Puzzle Simulation to practice managing (in groups).
    - They must create both an obstacle/puzzle **and** the directions, and manage the rest of the group. This will foster discussion about communication and listening skills.
- Students will experiment with different management styles and create a presentation "My Management Style" on the style that most closely matches their goals, personality, and business goals.
- Students will identify exit strategies and their importance in their business plan.
- Optional Lesson: Students will each interview a local entrepreneur.
- Students will identify the areas of the business plan first in guided practice, and then individually.
- Optional Lesson: Students will create a "Final Business Plan" for their start-up idea.
    - Note: In groups where many of the students actually want to start a business, this is a great culminating project. In classes where most students are not actually interested in starting a business, the Shark Tank project works best as the final major project.
- Students will interact with local entrepreneurs throughout guest speaking sessions.
- Optional Lesson: Students will watch the movie Moneyball and discuss the importance of faith in oneself and one's plan as an entrepreneur.
- Students will critique actual entrepreneurs' approach to business while watching episodes of Shark Tank.
- Optional Lesson: Students will watch "The Pursuit of Happyness" and discuss the value of hard work and opportunity in the business world of America.

Assessments:

- **Diagnostic:**
  - Discussions and questions in class, lesson hooks to gauge prior knowledge and interest.

- **Formative:**
  - Teacher questions in class about content, At the Bells and Exit Tickets, class discussions and debates, check-ins about projects and other assignments.

- **Summative:**
  - Management Quiz
  - My Management Style Project
  - Valuable Ventures Project
  - Final Business Plan

- **Correctives:**
  - For students who struggle to comprehend information on the Management quiz, opportunity to prove understanding in another format.

- **Extensions:**
  - Either on their own or using AI, create a questionnaire that potential entrepreneurs could use to help them decide their leadership style and how to incorporate it into their business.
  - Read a biography or autobiography about an entrepreneur and do an analysis about their leadership and managerial style.