

## Curriculum: Entrepreneurship B

### Curricular Unit: Market Research

#### Instructional Unit: A. **Conduct market research to isolate a target market, develop a market survey and analyze product options**

##### **Standard Alignments (Section 2)**

SSCLE: TSSI.7.A,E (Economics)

Knowledge: (CA) 1,4 (MA) 1 (SS) 4,7

CCSS: 11-12.SL.1a; 11-12.WHST.4; 11-12.WHST.7; S-ID.3

NETS: 1a,d; 2d; 4a,c

Performance: 1.1, 1.4, 1.5, 1.8, 1.10, 2.1, 2.2, 3.1, 4.5

##### **Unit (Section 3)**

###### Learning Targets:

- Develop a market survey
- Conduct market research
- Analyze product options

###### Instructional Strategies:

- The teacher will observe students as they:
  - brainstorm product ideas
  - have a class discussion on developing a market survey and type one to give out

###### Assessments/Evaluations:

- Formative: Creating accurate charts and graphs of survey results for the annual report

###### Sample Assessment Questions:

- What is the most popular product?
- What was the most common written-in suggestion?

###### Instructional Resources/Tools:

- Laptop
- Copier
- SMART Board

###### Cross Curricular Connections:

- ELA:
  - Writing
  - Communication
- Math: Interpreting data

## **Depth of Knowledge (Section 5)**

DOK: 4
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Curriculum: Entrepreneurship B

Curricular Unit: Current Trends in Business

Instructional Unit: B. Investigate current trends in business using news articles

### **Standard Alignments (Section 2)**

GLE/CLE: N/A Knowledge: CA3 CCSS: 11-12.WHST.2e; 11-12.WHST.4; 11-12.RH.3 NETS: 3d Performance: 1.2, 3.5
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### **Unit (Section 3)**

Learning Targets:
<ul style="list-style-type: none"><li>Analyze current news articles that are related to current business trends</li></ul>
Instructional Strategies:
<ul style="list-style-type: none"><li>The teacher will discuss current business events in the local/national news with the class</li><li>Students will complete a required component of the weekly article review worksheet that will be turned in weekly. A sampling of these articles will be discussed during class</li><li>Project Based Learning: The student will apply knowledge gained from current trends to a business plan project</li></ul>
Assessments/Evaluations:
<ul style="list-style-type: none"><li>Formative assessment: article review worksheet</li></ul>
Sample Assessment Questions:
<ul style="list-style-type: none"><li>What is the name of the article and publication?</li><li>How can you apply this article to the business world?</li></ul>
Instructional Resources/Tools:
<ul style="list-style-type: none"><li>Newspapers</li><li>Magazines</li><li>Internet</li></ul>
Cross Curricular Connections:
<ul style="list-style-type: none"><li>ELA:<ul style="list-style-type: none"><li>Reading</li><li>Writing</li></ul></li></ul>

Board Approved 8-3-15

## **Depth of Knowledge (Section 5)**

DOK: 3
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## Curriculum: Entrepreneurship B

### Curricular Unit: Ethical solutions in the workplace

#### Instructional Unit: D. **Critique and evaluate possible ethical solutions to dilemmas in the workplace**

##### **Standard Alignments (Section 2)**

SSCLE: RIGIT.6.N (Economics) MGGLE: PSD.2.A Knowledge: (CA) 6 (SS) 6 CCSS: 11-12.WHST.1a; 11-12.WHST.7; 11-12.WHST.8 NETS: 4c Performance: 1.6, 1.10, 3.5, 4.3, 4.4
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##### **Unit (Section 3)**

Learning Targets:
<ul style="list-style-type: none"><li>• Critique and evaluate possible ethical solutions to dilemmas in the workplace</li></ul>
Instructional Strategies:
<ul style="list-style-type: none"><li>• The teacher will:<ul style="list-style-type: none"><li>• present an Ethics presentation and discuss its importance in the workplace</li><li>• provide a class discussion on business ethics and examples in the students' jobs</li></ul></li><li>• Students will:<ul style="list-style-type: none"><li>• watch an Ethics video and write a paragraph about the importance of being ethical</li><li>• read and analyze business ethics scenarios</li></ul></li></ul>
Assessments/Evaluations:
<ul style="list-style-type: none"><li>• Formative: Written essay on ethical solutions – assessed using a scoring guide</li></ul>
Sample Assessment Questions:
<ul style="list-style-type: none"><li>• What does it mean to be ethical?</li><li>• Explain a situation where you had to use business ethics?</li></ul>
Instructional Resources/Tools:
<ul style="list-style-type: none"><li>• Ethics scenarios</li><li>• Laptop</li></ul>
Cross Curricular Connections:
<ul style="list-style-type: none"><li>• ELA<ul style="list-style-type: none"><li>• Reading</li><li>• Writing</li><li>• Speaking and listening</li></ul></li><li>• Social Studies: Relationships of individuals and groups to institutions</li></ul>

## **Depth of Knowledge (Section 5)**

DOK: 3
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## Curriculum: Entrepreneurship B

### Curricular Unit: Develop a Business Plan

#### Instructional Unit: E. Create a group designed business plan

#### **Standard Alignments (Section 2)**

SSCLE: TSSI.7.A,E (Economics) Knowledge: (CA) 1,4 (MA) 1 (SS) 4,7 CCSS: 11-12.WHST.4; 11-12.WHST.7; S-ID.3 NETS: 1a,b,d; 2b,d Performance: 1.4, 1.8, 1.10, 2.5, 3.1
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#### **Unit (Section 3)**

Learning Targets:
<ul style="list-style-type: none"><li>• Identify a business idea to operate as a partnership</li><li>• Identify the operating cost associated with operating a partnership</li><li>• Develop a business plan for this business</li></ul>
Instructional Strategies:
<ul style="list-style-type: none"><li>• The teacher will:<ul style="list-style-type: none"><li>• present business guidelines</li><li>• oversee all business activities</li></ul></li><li>• Project Based Learning: Operating a student-owned business</li><li>• Examples and teacher-led discussion of previous business plans and strategies of previous classes to come up with ideas to improve the business strategies</li><li>• Students will do individual and group work to make their business profitable</li></ul>
Assessments/Evaluations:
<ul style="list-style-type: none"><li>• Formative: Peer reviews</li><li>• Summative: Common business plan scoring guide</li></ul>
Sample Assessment Questions:
<ul style="list-style-type: none"><li>• What is your logo and tagline?</li><li>• What business are you starting?</li></ul>
Instructional Resources/Tools:
<ul style="list-style-type: none"><li>• Telephone/interview local entrepreneurs</li><li>• Laptops</li><li>• Internet</li><li>• <i>The Teen Entrepreneur</i> textbook</li></ul>

Cross Curricular Connections:

- ELA
  - Reading
  - Writing
  - Speaking and listening
- Math: Interpreting data
- Personal Finance: Investing

**Depth of Knowledge (Section 5)**

DOK: 4



## Curriculum: Entrepreneurship B

### Curricular Unit: Operating a Student Owned Business

#### Instructional Unit: F. **Integrate knowledge and understanding of business principals by developing and operating a student owned business**

##### **Standard Alignments (Section 2)**

GLE/CLE: N/A  
Knowledge: (CA)1 (MA) 1 (SS) 4  
CCSS: 11-12.SL.4; 11-12.5; 11-12.WHST.1b; S-ID.6  
NETS: 1a,d; 2d  
Performance: 1.10, 3.1, 4.5

##### **Unit (Section 3)**

###### Learning Targets:

- Integrate knowledge and understanding of business principals by performing assigned departmental tasks in a student owned business
- Organize and maintain accurate department records
- Implement effective sales techniques and strategies
- Demonstrate ability to work cooperatively with other department members

###### Instructional Strategies:

- Project Based Learning: Operating a student owned business
- The teacher will:
  - oversee the students running a business
  - make sure students stay on task
- Students will:
  - interact between departments for checks and balances of all records
  - utilize sales techniques at all the school district buildings to make a profit for their company

###### Assessments/Evaluations:

- Formative: Self evaluation
- Summative: Teacher to student performance evaluation

###### Sample Assessment Questions:

- What is the main contribution you made to the company?
- How can you utilize the skills learned in this class in your future career?

Instructional Resources/Tools:

- Telephone
- Laptops
- Internet
- Business partners

Cross Curricular Connections:

- ELA
  - Reading
  - Writing
  - Speaking and listening
- Math: Interpreting data
- Personal Finance: Investing
- Accounting: Business documents

**Depth of Knowledge (Section 5)**

DOK: 4