Unit 4: Entrepreneurship in Horticulture 2024

Content Area: **CTE**
Course(s): **Horticulture IV**
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Unit Overview

Meeting the needs of consumers should be the number one concern of any business.

A consumer is a person who uses goods and services.

Creating goods and offering services to meet the needs or demands of consumers
is known as entrepreneurship.

An Entrepreneur is someone who practices entrepreneurship.

Entrepreneurship requires creativity, organizational skills, and management skills.

Enduring Understandings

Entrepreneurs are people who start, manage, and operate their own business enterprises.

Entrepreneurs, sometimes called innovators, have essentially created the U.S. economy by creating products and industries that have sparked franchises and enterprise development all over the world.

Entrepreneurs are important for economic growth, which leads to a higher standard of living.

Several important qualities characterize a successful entrepreneur.

    a. Entrepreneurs are good managers of money. They realize the value of investments and understand the concept of spending money to make money.

    b. Entrepreneurship requires creativity, organizational skills, and management skills. No matter how much effort an entrepreneur exerts, he or she always faces risk.

    c. Risk is the possibility of losing what has been invested.

    d. Investments could include money, labor, and time.Many types of horticultural businesses are run by entrepreneurs. These include
      floral shops, landscape companies, garden centers, golf courses, and greenhouse operations.

Essential Questions

- How can computers be used in a horticultural business?
- How do you prepare a business plan? III. For

- What are the five functions of business management?
- What are the three ways of doing business?
- What is entrepreneurship and how does it relate to horticulture?

Standards/Indicators/Student Learning Objectives (SLO'S):

- 9.4.12.A(7).6, 10.3.12.IT 12.10a
- Analyze the entrepreneurial process.
- Define and describe entrepreneurs and their role in the U.S. economy.
- Describe the advantages and disadvantages of being an entrepreneur.
- Identify and discuss examples of successful past and current entrepreneurs in the agriculture industry.

AGRI.9-12.9.4.12.A.12	Develop and interpret tables, charts, and figures to support written and oral communications.
AGRI.9-12.9.4.12.A.13	Listen to and speak with diverse individuals to enhance communication skills.
AGRI.9-12.9.4.12.A.14	Exhibit public relations skills in order to increase internal and external customer satisfaction.
AGRI.9-12.9.4.12.A.16	Employ critical thinking skills (e.g., analyze, synthesize, and evaluate) independently and in teams to solve problems and make decisions.
AGRI.9-12.9.4.12.A.18	Identify, write, and monitor performance goals to guide progress in assigned areas of responsibility and accountability.
AGRI.9-12.9.4.12.A.19	Conduct technical research to gather information necessary for decision-making.
AGRI.9-12.9.4.12.A.30	Use computer-based equipment (containing embedded computers or processors) to control devices.
AGRI.9-12.9.4.12.A.37	Demonstrate knowledge of employee rights and responsibilities and employers' obligations to maintain workplace safety and health.
AGRI.9-12.9.4.12.A.61	Examine requirements for career advancement to plan for continuing education and training.
AGRI.9-12.9.4.12.A.64	Examine employment opportunities in entrepreneurship as an option for career planning.

Lesson Titles

- Determining the Types of Agribusinesses
- Evaluating Sources of Credit
- Financial Management in a Horticultural Business
- Agribusiness Career Opportunities
- Business Management
- Corporations
- Developing a Marketing Plan
- Establishing a Horticultural Business
- Hiring and Managing Employees
- Partnerships

- Personal Finances and Goals

- Preparing a Business Plan

- Selecting a Marketing Approach

- Sole Proprietorships

- The Concept of Borrowing Money

Career Readiness, Life Literacies, & Key Skills

TECH.9.4.12.CI	Creativity and Innovation
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
	Innovative ideas or innovation can lead to career opportunities.
	With a growth mindset, failure is an important part of success.

Data and Analysis

Student completion of Labs in class

SAE evatulation

CDE Results

Assesement of FFA Manual

Inter-Disciplinary Connections

- 10.   English Language Arts

- 10.3.12.   Reading: Informational Text: 9-12

- 10.3.12.IT 12.   Informational Text: Key Ideas and Details 11-12

- 10.3.12.IT 12.10a.   By the end of grade 11, read and comprehend literary nonfiction in the grades 11–
CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

VHEL.9-12.9.4.12.H.1	Demonstrate language arts knowledge and skills required to pursue the full range of postsecondary education and career opportunities.
VHEL.9-12.9.4.12.H.2	Demonstrate mathematics knowledge and skills required to pursue the full range of postsecondary education and career opportunities.
VHEL.9-12.9.4.12.H.3	Demonstrate science knowledge and skills required to pursue the full range of postsecondary education and career opportunities.
VHEL.9-12.9.4.12.H.4	Demonstrate knowledge of human structure and function as well as diseases and

	disorders to pursue the full range of postsecondary education and career opportunities in this cluster.
VHEL.9-12.9.4.12.H.5	Select and employ appropriate reading and communication strategies to learn and use technical concepts and vocabulary in practice.
VHEL.9-12.9.4.12.H.9	Use correct grammar, punctuation, and terminology to write and edit documents.
VHEL.9-12.9.4.12.H.11	Interpret verbal and nonverbal cues/behaviors to enhance communication.
VHEL.9-12.9.4.12.H.14	Listen to and speak with diverse individuals to enhance communication skills.
	All clusters rely on effective oral and written communication strategies for creating, expressing, and interpreting information and ideas that incorporate technical terminology and information.

Equity Considerations

LGBTQ and Disabilities Mandate

Topic: Equitable farming programs and practices

Materials Used: https://www.farmers.gov/your-business/lgbtq

Addresses the Following Component of the Mandate:

- Economic
- Political
- Social

Holocaust Mandate

Topic: Gender equality and sustainable agriculture

Materials Used: https://www.ifpri.org/blog/achieving-agricultural-sustainability-depends-gender-equality

Addresses the Following Component of the Mandate:

- Bias
- Bigotry
- Bullying
- Holocaust Studies
- Prejudice

Asian American Pacific Islander Mandate

Topic: Programs and opportunities for AAPI individuals in agriculture

Materials Used:
https://www.nrcs.usda.gov/wps/portal/nrcs/detail/me/about/outreach/sep/?cid=nrcs141p2_003242

Addresses the Following Component of the Mandate:

- Economic
- Political
- Social

Climate Change

Topic: Farming opportunities in sustainable agriculture

Materials Used: https://sustainableagriculture.net/our-work/issues/farming-opportunities/

Addresses the Following Component of the Mandate:

- Economic
- Political
- Social

Instructional Strategies/Learning Activities,and Levels of Bloomd/DOK:

Blooms: Student will

Explore, determine, explain, analyze, examine, investigate, prepare, assess, demonstrate, recommend, convert, facilitate, process, and plan, through their learning activities.

- Individual project
- Large group discussion
- CDE'S
- Partner Project/Activity
- SAE'S
- Students will work as a team to develop a Horticulture Business

Modifications

- allowing student to take notes in class for reinforcement but also providing a copy of completed/correct notes to study from
- modeling and showing lots of examples
- non-verbal redirection of behaviors
- speaking to students privately when redirecting behaviors

At Risk Modifications

- Additional time for assignments
- Adjusted assignment timelines
- Agenda book and checklists
- Answers to be dictated
- Assistance in maintaining uncluttered space
- Books on tape
- Concrete examples
- Extra visual and verbal cues and prompts
- Follow a routine/schedule
- Graphic organizers
- Have students restate information
- No penalty for spelling errors or sloppy handwriting
- Peer or scribe note-taking
- Personalized examples
- Preferential seating
- Provision of notes or outlines
- Reduction of distractions
- Review of directions
- Review sessions
- Space for movement or breaks

- Support auditory presentations with visuals
- Teach time management skills
- Use of a study carrel
- Use of mnemonics
- Varied reinforcement procedures
- Work in progress check

ELL Modifications

- Choice of test format (multiple-choice, essay, true-false)
- Continue practicing vocabulary
- Provide study guides prior to tests
- Read directions to the student
- Read test passages aloud (for comprehension assessment)
- Vary test formats

IEP & 504 Modifications:

- Allow for redos/retakes
- Assign fewer problems at one time (e.g., assign only odds or evens)
- Differentiated center-based small group instruction
- Extra time on assessments
- Highlight key directions
- If a manipulative is used during instruction, allow its use on a test
- Opportunities for cooperative partner work
- Provide reteach pages if necessary
- Provide several ways to solve a problem if possible
- Provide visual aids and anchor charts
- Test in alternative site
- Tiered lessons and assignments
- Use of a graphic organizer
- Use of concrete materials and objects (manipulatives)
- Use of word processor

G&T Modifications:

- Alternate assignments/enrichment assignments
- Enrichment projects
- Extension activities
- Higher-level cooperative learning activities
- Pairing direct instruction with coaching to promote self-directed learning
- Provide higher-order questioning and discussion opportunities
- Provide texts at a higher reading level
- Tiered assignments
- Tiered centers

Formative Assessment

- Group Discussion
- Guided Practice
- Teacher Observation

Alternative Assessments

Performance tasks
Project-based assignments
Problem-based assignments
Presentations
Reflective pieces
Concept maps
Case-based scenarios
Portfolios

Summative Assessment

- CDE Result
- End of Year Project
- SAE Project

Benchmark Assessments

- Skills Based Assessment
- Reading Response
- Writing Prompt

- Lab Practical

Resources & Materials

- Mycaert: A Web-Based System Allowing Teachers to Plan, Document, Deliver, and Assess Standards-Based Instruction.

- National FFA Organization Teacher Resources toolbox FFA.org. Agricultural education prepares students for successful careers and a lifetime of informed choices in the global agriculture, food, fiber and natural resources systems.

- Real Life Educational Programs

- Shark Tank

- Smart Board

- The Agricultural Experience Tracker is the premiere personalized online system for tracking experiences in agricultural education.http://www.theaet.com/

- The Profit

- Video Streaming FB

Technology

- Google Classroom

- Google Slides

- Pro-landscape Software

- Quizlet

12.9.3.ST.1	Apply engineering skills in a project that requires project management, process control and quality assurance.
12.9.3.ST.2	Use technology to acquire, manipulate, analyze and report data.
12.9.3.ST-ET.4	Apply the elements of the design process.
12.9.3.ST-SM.2	Apply science and mathematics concepts to the development of plans, processes and projects that address real world problems.
TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.12.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.12.A.1	Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
TECH.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.
TECH.8.1.12.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.1.12.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.

TECH.8.1.12.B.CS2   Create original works as a means of personal or group expression.