# Unit 1 Introduction to Entrepreneurship Copied from: Entrepreneurship H, Copied on: 02/21/22

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## Department of Curriculum and Instruction

**Belleville Public Schools**

**Curriculum Guide**

# ENTREPRENEURSHIP HONORS, GRADES 11-12

# Unit 1 Introduction to Entrepreneurship

**Belleville Board of Education**

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## Unit Overview

The theme to this unit is entrepreneurship, where students will be introduced to the role entrepreneurship plays in the economy along with skills, characteristics and behaviors of successful entrepreneurs. Students will learn the basic types of businesses and types of business ownership, with emphasis on manufacturing, retail, sole-proprietorships, partnerships and corporations.

## Enduring Understanding

**Enduring understandings**:

- Businesses play a key role in our economy as they produce goods and services, employee individuals and compensate owners/investors.

- Understand resources available to finance a business start-up
- Throughout life, easily identify with types of businesses and related forms of ownership
- Understand when a specific form of business ownership is appropriate
- Continuously assess skill, talents and abilities with ability to transfer those to Entrepreneurship
- Identify and apply concepts of what it takes to be a successful entrepreneur

## Essential Questions

- What is entrepreneurship?
- Are you an entrepreneur?
- How is an entrepreneur different than an employee?
- Do you know of successful entrepreneurs? Their achievements?
- Do you have what it takes to become an entrepreneur?
- What are skills and characteristics of successful entrepreneurs?
- What are my talents, abilities and skills? How can I relate them to Entrepreneurship?
- What are the 4 main types of businesses?
- How have the trends in businesses changed throughout the recent decades?
- How do you grow a business?
- What is difference between limited and unlimited liability?
- What is a sole proprietorship? Partnership? Corporation?
- What are the advantages and disadvantages to owning a sole proprietorship? Partnership? Corporation?

## Exit Skills

- Understand business contributions to the economy
- Acquiring financing for a business start-up
- The risks and rewards of business ownership
- Characteristics of a successful entrepreneur
- Identify the four main types of businesses
- Identify 3 forms of business and when each is appropriate

## New Jersey Student Learning Standards (NJSLS-S)

| | |
|---|---|
| 9.3.12.BM-ADM.2 | Access, evaluate and disseminate information for business decision making. |
| 9.3.12.BM-ADM.3 | Plan, monitor and manage day-to-day business activities. |
| 9.3.12.BM-BIM.2 | Plan, monitor, manage and maintain the use of financial resources to ensure a business's financial wellbeing. |
| 9.3.12.BM-MGT.3 | Apply economic concepts fundamental to global business operations. |
| 9.3.12.FN-BF.2 | Manage the use of financial resources to ensure business stability. |
| PFL.9.1.12.A.4 | Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, costs, and possible debt. |
| PFL.9.1.12.A.6 | Summarize the financial risks and benefits of entrepreneurship as a career choice. |
| PFL.9.1.12.B.1 | Prioritize financial decisions by systematically considering alternatives and possible consequences. |
| PFL.9.1.12.F.2 | Assess the impact of emerging global economic events on financial planning. |

## Interdisciplinary Connections

| | |
|---|---|
| LA.RH.11-12.1 | Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole. |
| LA.RH.11-12.7 | Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem. |
| LA.RST.11-12.2 | Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. |
| LA.RST.11-12.4 | Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11- |

| | |
|---|---|
| | 12 texts and topics. |
| LA.RST.11-12.7 | Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. |
| LA.WHST.11-12.1.E | Provide a concluding paragraph or section that supports the argument presented. |
| LA.WHST.11-12.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| LA.WHST.11-12.5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| | Connections to Expressions, Equations, Modeling, and Coordinates. |
| | Functions |

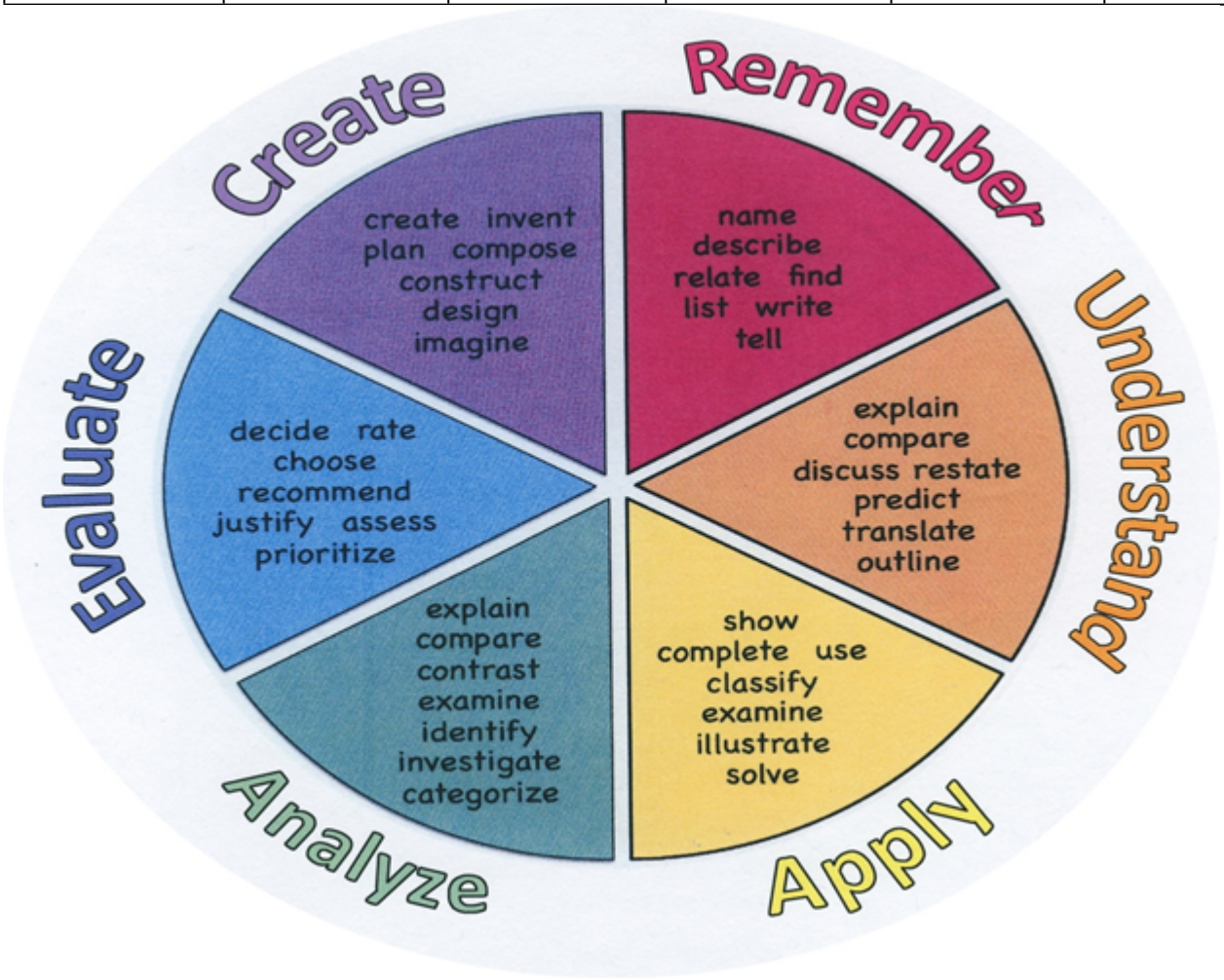
## Learning Objectives

- Role play an entrepreneur by constructing a business idea
- Assess personal traits and characteristics
- Compare and contrast pros and cons of entrepreneurship
- Analyze and report on attributes and achievements of well known entrepreneurs
- Compare and contrast the roles of 4 main types of businesses
- Describe trends in businesses today vs. decades ago
- Provide detailed explanations of what a sole proprietorship, partnership and corporation are.
- Examine the different types of liability that are associated with a sole proprietorship, partnership & corporation.

**Action Verbs:** Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy.

| Remember | Understand | Apply | Analyze | Evaluate | Create |
|---|---|---|---|---|---|
| Choose | Classify | Choose | Categorize | Appraise | Combine |
| Describe | Defend | Dramatize | Classify | Judge | Compose |
| Define | Demonstrate | Explain | Compare | Criticize | Construct |
| Label | Distinguish | Generalize | Differentiate | Defend | Design |
| List | Explain | Judge | Distinguish | Compare | Develop |
| Locate | Express | Organize | Identify | Assess | Formulate |
| Match | Extend | Paint | Infer | Conclude | Hypothesize |
| Memorize | Give Examples | Prepare | Point out | Contrast | Invent |
| Name | Illustrate | Produce | Select | Critique | Make |
| Omit | Indicate | Select | Subdivide | Determine | Originate |
| Recite | Interrelate | Show | Survey | Grade | Organize |
| Select | Interpret | Sketch | Arrange | Justify | Plan |
| State | Infer | Solve | Breakdown | Measure | Produce |
| Count | Match | Use | Combine | Rank | Role Play |
| Draw | Paraphrase | Add | Detect | Rate | Drive |
| Outline | Represent | Calculate | Diagram | Support | Devise |
| Point | Restate | Change | Discriminate | Test | Generate |
| Quote | Rewrite | Classify | Illustrate | | Integrate |
| Recall | Select | Complete | Outline | | Prescribe |
| Recognize | Show | Compute | Point out | | Propose |
| Repeat | Summarize | Discover | Separate | | Reconstruct |

| | | | | | |
|---|---|---|---|---|---|
| Reproduce | Tell<br>Translate<br>Associate<br>Compute<br>Convert<br>Discuss<br>Estimate<br>Extrapolate<br>Generalize<br>Predict | Divide<br>Examine<br>Graph<br>Interpolate<br>Manipulate<br>Modify<br>Operate<br>Subtract | | | Revise<br>Rewrite<br>Transform |




## Suggested Activities & Best Practices

- Student groups for the purpose of collaboration on entrepreneurship strategies related to types of business

- Roundtable discussions for the purpose of responding to prompts/simulated scenarios related to the role of types of business and their impact on the economy
- Think/pair share for the purpose of engagement/simulation (anticpatory sets)
- Student presentations utilizng Google slides and sheets for the purpose of developing presenting strategies required for successful business start-ups
- Staff presentation of data via Google slides, Sheets YouTube, classroom for the purpose of establishing forum for communication and to address all learning styles
- Guided demonstration (model)

## Assessment Evidence - Checking for Understanding (CFU)

- GOOGLE:  classroom communications, spreadsheets quizzes, surveys, anticipatory sets, exit tickets (forms)-formative assessment
- Quarterly benchmarks
- Text "checkpoints"
- Roundtable discussion results
- Unit tests-summative assessment
- Teacher observation
- Rubrics
- Web-based assessments-alternate assessment
- Student presentations utilizng Google slides and sheets for the purpose of developing presenting strategies required for successful business start-ups-benchmark assessment

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining

- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

## Primary Resources & Materials

- Mariotti, Steve, et al. *Entrepreneurship: Owning Your Future*. 11th ed., Pearson.

## Ancillary Resources

GOOGLE APPS:

Search: for the purpose of research

- YouTube: for the purpose of research, presentations, financial management
- Classroom: Informational (assignments, grades) and Ongoing communication (messaging) with peers and teacher
- Forms: For the purpose of surveys, exit tickets, assignments, quizzes, tests, anticipatory sets
- Slides: For the purpose of developing presentational skills
- Sheets: For the purpose of developing analytical skills and financial statements
- Docs: For the purpose of developing writing skills

CHROMEBOOKS / SMART TV

GUEST SPEAKERS

## Technology Infusion

GOOGLE APPS:

Search: for the purpose of researing risks and rewards of entrepreneurship

- YouTube: for the purpose of research, presentations, creation of channels and playlists related to bringing a product to market
- Classroom: Informational (assignments, grades) and Ongoing communication (messaging) with peers and teacher
- Forms: For the purpose of surveys, exit tickets, assignments, quizzes, tests, anticipatory sets
- Slides: For the purpose of developing presentational skills
- Sheets: For the purpose of developing analytical skills
- Docs: For the purpose of developing writing skills

CHROMEBOOKS/SMART TV

SOFTWARE SIMULATIONS



## Alignment to 21st Century Skills & Technology

| | |
|---|---|
| CRP.K-12.CRP2.1 | Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation. |
| CRP.K-12.CRP4 | Communicate clearly and effectively and with reason. |
| CRP.K-12.CRP5 | Consider the environmental, social and economic impacts of decisions. |
| CRP.K-12.CRP8 | Utilize critical thinking to make sense of problems and persevere in solving them. |
| CRP.K-12.CRP11 | Use technology to enhance productivity. |
| CAEP.9.2.12.C.1 | Review career goals and determine steps necessary for attainment. |
| CAEP.9.2.12.C.4 | Analyze how economic conditions and societal changes influence employment trends and future education. |
| 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.B | Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology. |
| TECH.8.1.12.D | Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. |
| TECH.8.1.12.E | Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information. |
| TECH.8.1.12.F | Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. |

## 21st Century Skills/Interdisciplinary Themes

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Life and Career Skills
- ICT (Information, Communications and Technology) Literacy

- Communication and Collaboration

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

## 21st Century Skills

- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Environmental Literacy

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

## Differentiation

- Small group instruction on characteristics of successful entreperneurs; types of busineses and their role in the economy
- Small group setting
- Extra time to complete assignments relared to chosen form of business ownership
- Pairing oral instructions with visuals
- Study Guides
- Preview content and concepts
- Project based learning
- Leveled rubrics
- Open-ended activities

**Differentiations:**

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

**Hi-Prep Differentiations:**

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products

- Varying organizers for instructions

**Lo-Prep Differentiations**

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

## Special Education Learning (IEP's & 504's)

- Provide modifications as dictated in the student's IEP/504 plan
- Additional Time
- Alternative assessment strategies (ex. Verbal as opposed to google assessment)
- Modified assessments
- Preferential seating
- Peer mentoring

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format

- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

## English Language Learning (ELL)

- Translation of content/activities (Port of Entry): terms and concpets related to entrepreneurship including types of businesses, forms of ownership; start-up
- Assignments submitted in native language (Port of Entry)
- Modifying assignments
- Review assignment/project directions (model)
- Open book/notes options
- Tutoring by peers to reinforce concepts of successful strategies in choosing a form of ownership for their company
- Modifying tests to reflect selected objectives

- teaching key aspects of a topic.  Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student’s learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher’s notes
- modifying tests to reflect selected objectives

- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

## At Risk

- Peer tutoring in support of collaboration on forms of business ownership
- Correction and resubmission of work
- Model concepts on successful stat-up strategies for a business
- Evaluating correct work; collaborating with student on incorrect work

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic.  Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

## Talented and Gifted Learning (T&G)

- Complete activities above grade level
- Advanced problem-solving related to forms of business ownership and their appropriate application to specific business objectives
- Teacher-selected instructional strategies (simulations) focused to provide challenge, engagement, and

growth opportunities
- Simulated project modules utilizing technology at higher level to research 4 types of businesses with in-depth insight as to their role in the global economy
- Higher order, critical and creative thinking skills, and discovery

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

## Sample Lesson

Unit Name: Business in the Global Economic Environment

NJSLS:

PFL.9.1.12.A.6; PFL.9.1.12.A.4

Interdisciplinary Connection:

LA.WHST.11-12.4;LA.RST.11-12.2; CAEP.9.2.12.C.1,.4; CRP.K-12.CRP4; TECH.8.1.12.E-F

Statement of Objective:

Sudents will demonstrate the ability to evaluate their personality, talents and abilities to and compare /contrast their skills with those of entrepreneur at 100% accuracy through completion of a Personal Assessment

Anticipatory Set/Do Now:

In groups, share talents and abilities

Learning Activity:

Following roundtable on anticipatory set, students respond to prompts related to their talents, abilities, values

and personalities to create a personal assessment

Student Assessment/CFU's:

- Roundtable discussion
- Exit tickets
- Teacher observation

Materials:

- Mariotti, Steve, et al. *Entrepreneurship: Owning Your Future*. 11th ed., Pearson.
- Google APPS
- Chromebooks/SMART TV

21st Century Themes and Skills:

- Creativity and Innovation
- Critical Thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Communication and Collaboration

Differentiation/Modifications:

- Small group settings
- Extra time to complete assignments
- Pairing oral instructions with visuals
- Preview content and concepts

Integration of Technology:

GOOGLE APPS:

- Classroom: Informational (assignments, grades) and Ongoing communication (messaging) with peers and teacher
- Docs: For the purpose of developing writing skills
- Chromebooks/SMART TV