Unit 4 Innovate! Your BIG Idea

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Belleville Public Schools

Curriculum Guide

ENTREPRENEURSHIP HONORS, GRADES 11-12

Unit 4 Innovate! Your BIG Idea

Belleville Board of Education

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Unit Overview

The theme to this unit is *innovation*, where students will apply concepts and practices learned in Entrepreneurship as they roleplay entrepreneurs for their end-of-year project, starting up their own business. Students, in groups will brainstorm utilizing the concept of "problem-solving" and to come up with an idea. Students will simulate being an entrepreneur as they innovate products and services and form businesses for which they will develop business and marketing/sales plans. Plans will include details related to organizational structure, target markets, promotion, branding, packaging, financial resources, etc., all related to their product/service offering. Students will present to the class, utilizing Google Slides as if pitching for investment, with audience playing the role of investors.

Enduring Understanding

Enduring understandings:

- Entrepreneurs plays 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 to successfully apply concepts of what it takes to be a successful entrepreneur
- Ability to recognize and apply concepts of a marketing mix
- Methods of market research and continuous feedback via social media
- We are all part of target markets that companies look to satisfy with goods and services
- Financial resources for businesses and which financing element is appropriate related to stages of business
- Factors to consider when deciding on promotion, designing packaging and company logos
- Identify and apply concepts of design related to obtaining a patent
- Develop communication and presentation skills

Essential Questions

- What's your BIG idea?
- How do we brainstorm an idea?
- What does it mean to "problem-solve"?
- In which industry does your idea apply?
- Is your idea a product or a service?
- How do you demonstrate "functionality" in your product design?
- How will you protect our idea?
- What are the demographics of your target market?
- What is your marketing mix?
- What is your product mix?
- What factors did you consider in branding and logo creation?
- What factors did you consider in the packaging of your product?
- What key talents and abilities of yours contributed to the success of your team?
- What financial resources will be required for your business?
- What distribution strategies will you put in place for your product/service?
- Do you have a product line? Extensions?
- What form of advertising will you implement?
- Who might endorse your product/service
- How much will your product cost you to produce?
- How much will your product cost the consumer?
- What are your projected profits?
- Who is your competition? How is your product like/unlike/BETTER than theirs?
- Which social media platforms will be utilized by your business?
- What is your jingle? tagline? Your commercial?

Exit Skills

Ability to:

- Understand entrepreneurship's contributions to the economy
- Understand the need for and resources available to obtain financing for a business start-up
- Brainstorm an idea in response to a problem
- Create an innovation, including its design, functionality and its protection
- Plan distribution channels to be utilized for product reaching customers
- Understand the components utilized to formulate marketing and product mixes
- Understand and apply concepts related to creating logos, brands and packaging
- Understand and apply concepts related to marketing and sales strategies for a product/service
- Identify and apply concepts related to pricing strategies for a product/service
- Utilize google slides and developed communication skills to create a marketing and sales presentation to an audience of investors
- Understand the significance of market research and segments within target markets

New Jersey Student Learning Standards (NJSLS-S)

9.3.12.FN.2	Utilize tools, strategies and systems to plan, monitor, manage and maintain the use of financial resources.
9.3.12.BM.4	Identify, demonstrate and implement solutions in managing effective business customer relationships.
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.BM-MGT.7	Plan, organize and manage an organization/department to achieve business goals.
9.3.12.BM-MGT.8	Create strategic plans used to manage business growth, profit and goals.
9.3.12.FN-BF.2	Manage the use of financial resources to ensure business stability.
9.3.12.BM-OP.2	Develop and maintain positive customer relationships.
9.3.12.BM-OP.4	Plan, monitor and manage day□to□day business activities to maintain and improve operational functions.
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

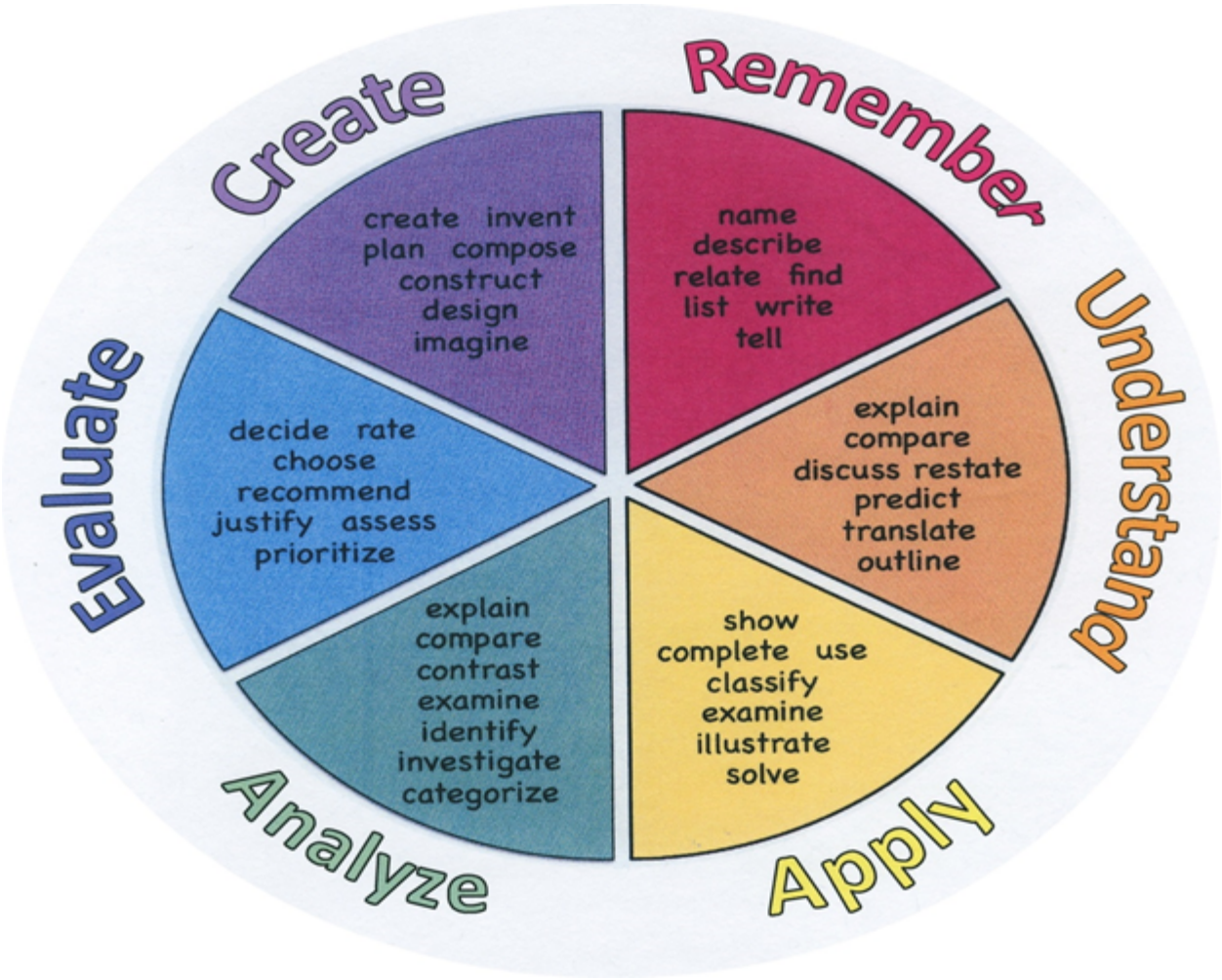
LA.RH.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
LA.RH.11-12.7	Integrate and evaluate 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
- Collaborate with a group to "brainstorm" an idea in response to problem-solving
- Innovate a product or service
- Design, prove functionality and protect business idea
- Develop marketing and sales strategies for business idea
- Design marketing and product mixes
- Design logos, brands, promotional strategies and social media platforms for ideas
- Develop financing and pricing strategies for their idea
- Present a detailed marketing and sales presentation, including a BUSINESS PLAN for their idea
- Teams Report to class audience (investors), "pitching products/services"

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	Divide			Revise
	Translate	Examine			Rewrite
	Associate	Graph			Transform
	Compute	Interpolate			
	Convert	Manipulate			
	Discuss	Modify			
	Estimate	Operate			
	Extrapolate	Subtract			
	Generalize				
	Predict				



Suggested Activities & Best Practices

- Student groups for the purpose of collaboration on brainstorming product ideas, utilzing real-life daily routines of individuals and brining that idea to market
- Roundtable discussions for the purpose of responding to prompts/simulated scenarios and applying process of "brainstorming"
- Think/pair share for the purpose of engagement/simulation (anticpatory sets) related to "problems" experienced by individuals
- Student presentations of results via Google slides and sheets for the purpose simulating sales pitches on inventions, logos, brands, pricing and marketing strategies as they seek "financing" from panel of potential investors
- 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
- Create a Multimedia poster-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

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GUEST SPEAKERS

Technology Infusion

GOOGLE APPS:

Search: for the purpose of Researching financial strategies for their business ideas

- YouTube: for the purpose of research, presentations, creation of channels and playlists to be included in their "sale pitch" presentations
- 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 presentation of marketing strategies, designs, brands, functionality and logos for company products
- Sheets: For the purpose of developing analytical skills
- Docs: For the purpose of developing writing skills

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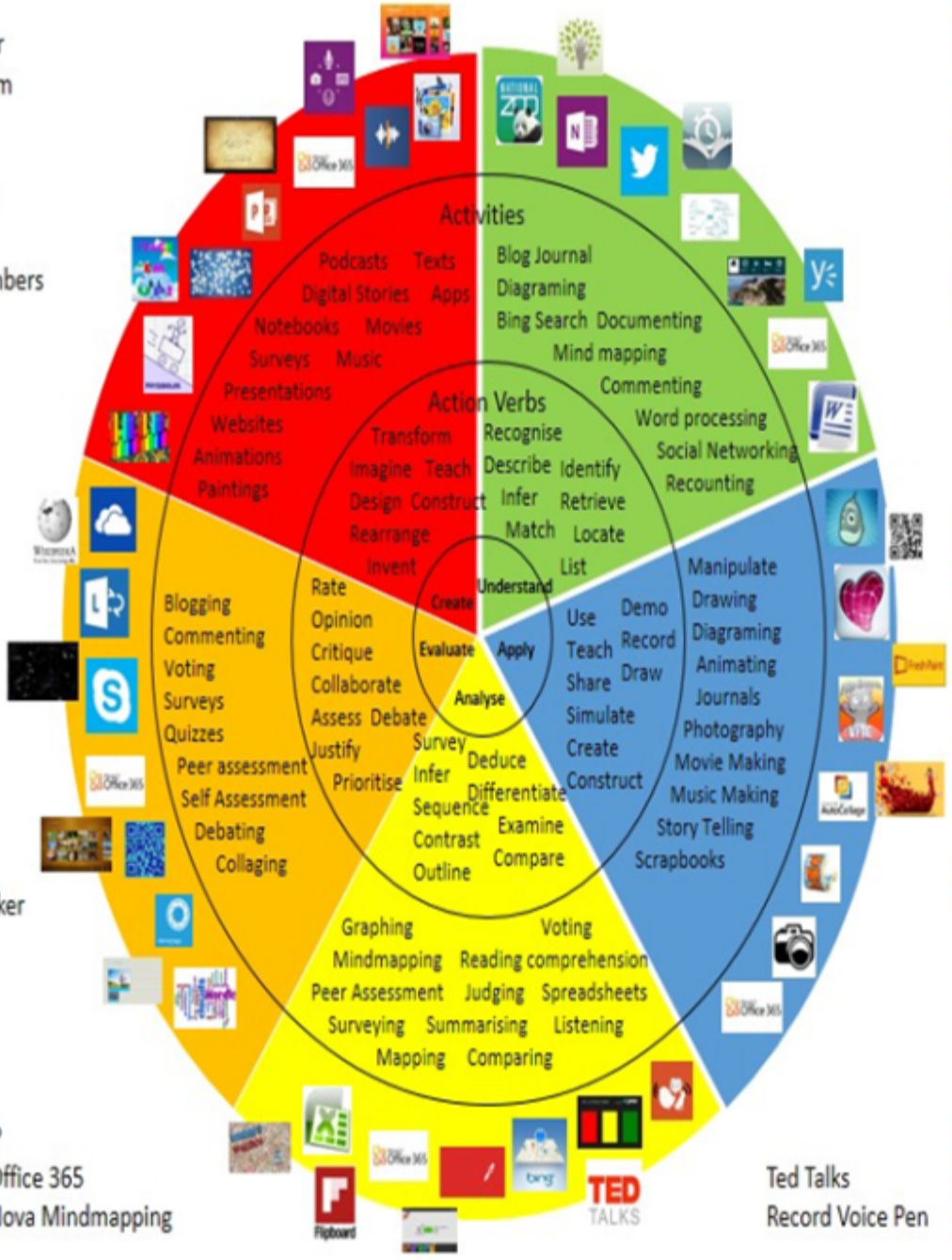
SOFTWARE SIMULATIONS

Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts
Photostory 3
Kid Story Builder
Music Maker Jam
Paint A Story
Office 365
MS PowerPoint
Stack 'Em Up
NqSquared Numbers
Physamajig
Xylophone 8

Wikipedia
Skydrive
Lync
SkyMap
Skype
Office 365
Puzzle Touch
Easy QR
Memorylage
Life Moments
Word Cloud Maker



Where's Waldo?
MS Excel Office 365
Flipboard Nova Mindmapping

Ted Talks
Record Voice Pen

Originally taken from http://www.coetail.com/vzimmer/files/2013/02/iPadagogy-Wheel.001.jpg
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

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 product inventions, writing business plans and developing a sales ptch
- Small group setting
- Extra time to complete assignments throughout process, from brainstorming ideas to specifically address all items w/in business plans and sales pitch
- 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 to work on each element of entrepreneurship project
- Alternative assessment strategies (ex. Verbal as opposed to google assessment)
- Modified assessments hroughout entire process leading to sales pitch presentation
- Preferential seating
- Peer mentoring to reinforce concepts related role playing an entrepreneur

- 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): business plan development terms and practices; sales pitch presentations
- Assignments submitted in native language (Port of Entry)
- Modifying assignments throughout process, from brainstorming to deliverying product ideas through presentation
- Review assignment/project directions (model)
- Open book/notes options
- Tutoring by peers to reinforce concepts of roleplaying an entrereneur
- 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 to reinforce concepts of business plan development; sales pitches
- Correction and resubmission of work related to addressing all parts of a business plan
- Model concepts related to design of pricing, promotion and distribution strategies for products
- 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 in developing ideas that satisfy consumer needs
- Teacher-selected instructional strategies (simulations) focused to provide challenge, engagement, and growth opportunities with presentations including detailed competitior and target market data
- Simulated project modules utilizing technology at higher level in presentation of financial data related to their product ideas
- 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:

Interdisciplinary Connection:

Statement of Objective:

Anticipatory Set/Do Now:

Learning Activity:

Student Assessment/CFU's:

Materials:

21st Century Themes and Skills:

Differentiation/Modifications:

Integration of Technology: