

# Be The Boss - Grade 8 Careers

Content Area: **Careers**  
Course(s): **Career Exploration**  
Time Period: **6 weeks**  
Length: **1 Cycle**  
Status: **Published**

## Class Overview

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In this course students will be given a set of business scenarios, including non-profit organizations and, by reflecting on their own interests, skills, and talents, students will select one scenario to investigate. Students will use information technology applications to research and present information about their business. Activities will include various aspects of running a successful business. Students will engage in activities designed to develop leadership and teamwork skills, employability strategies, and communication skills. The entrepreneurs of today and tomorrow's competitive marketplace must understand the seven functions of marketing: selling, financing, pricing, promotion, product and service management, distribution, and market research. They must also have an understanding of production, human resources, global competition, and social, environmental, and legal issues.

Entrepreneurs see the world as an opportunity and create products/services to meet it, solve its problems, or improve it. In the process, they generate new businesses, new jobs, or even new industries – and, therefore, strengthen the economy. As a result, entrepreneurs have a major impact on the future economic growth of the United States and the world. While "Be the Boss" is tailored for future small business owners, it prepares all students for the workforce of tomorrow. As the global economy continues to develop and industries adapt in response to international pressures, it is predicted that the average American worker will change careers several times before retirement. Whether students become entrepreneurs or not, entrepreneurship education will provide students with a flexible background that will enable them to make required career shifts and meet the demands of a constantly changing marketplace. The entrepreneurial spirit that is shared with students might be the flame that sparks their independence, curiosity, and most importantly, their initiative to continue driving our economic system into the future.

## Transfer

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Students will be able to independently use their learning to...

1. Properly obtain, organize, and utilize a budget to build a business or non-profit organization.
2. Build and develop an idea, business or non-profit from the ground up.
3. Make educated decisions when choosing courses at the high school level based on their own interests, skills and talents.
4. Use technology to create advertisements and materials to promote and present a business plan.

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For more information, read the following article by Grant Wiggins.

[http://www.authenticeducation.org/ae\\_bigideas/article.lasso?artid=60](http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=60)

## **Meaning**

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## **Understandings**

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Students will understand...

1. Classroom management rules and office safety procedures in computerized areas
2. Entrepreneurship, basic economic concepts, and the entrepreneurial process.
3. The risks of starting a business, risk management, business growth, and social/ethical responsibility
4. The types of business ownership, including sole proprietorships, partnerships, and corporations.
5. The legal environment affecting business and employees.
6. Site selection and layout planning.
7. Key marketing strategies.
8. Managing business process and the financial management of building a business.
9. How to develop and evaluate a business concept and business plan.

## **Essential Questions**

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Students will keep considering...

1. What are the classroom management rules and safety procedures for this classroom/computer lab?
2. What are the fundamentals of correct keyboarding, word processing, and computer use?
3. How does my knowledge of technology impact my employability?
4. What is entrepreneurship? How does an entrepreneur get started?
5. Do you know any entrepreneurs or small business people? What are they like? Do you share any traits with these people? What is your potential as an entrepreneur? What skills to you have that would support becoming an entrepreneur?
6. How do you recognize opportunity?
7. What is feasibility and business planning?
8. What are the types of business ownership?
9. What are the legal issues facing a new business/start-up?
10. What are the considerations when selecting a location for, and layout of a business?
11. What must be considered when developing and managing marketing strategies? How does customer perception play a role in the success of a business?
12. What are the components and considerations of effective business management?
13. How do I locate, acquire, and manage finances for a business? What skills will I need to be able to

manage my own business?

## **Application of Knowledge and Skill**

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### **Students will know...**

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Students will know...

1. The major characteristics of an entrepreneur and business owner.
2. The basics of business planning and plan implementation.
3. The role small business plays in the U.S. yesterday and today.
4. The difference between gross and net income and how expenses can effect the bottom line.
5. The daily, weekly, monthly, and annually tasks needed to run a successful business.

### **Students will be skilled at...**

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Students will be skilled at...

1. Transforming a business idea into reality using creative ways of thinking.
2. Gaining funds for their idea through different avenues.
3. Developing a budget for their business needs.
4. Gathering Market Information.
5. Presenting their idea in both written and verbal format.
6. Mapping out Government Agencies and their Relationship with Business Owners.

## **Academic Vocabulary**

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1. **apprentice:** a person who works for a more experienced person in order to learn a trade
2. **aptitude:** ability that is innate or acquired; talent; intelligence
3. **benefits:** 1. something that promotes or enhances well-being; an advantage. 2. a payment made or an entitlement available in accordance with a wage agreement, an insurance policy, or a public assistance program.
4. **career:** an occupation or profession, usually requiring special training
5. **cooperation:** working together to achieve a common objective

6. **development:** the process of growing, expanding, or improving
7. **employee:** one who works for another, usually for wages or a salary
8. **enterprise:** a bold, difficult, or momentous project or undertaking
9. **entrepreneur:** one who organizes and manages a business or enterprise
10. **entry-level job:** a job requiring little skill or knowledge, sometimes with the potential for advancement as skills and knowledge are acquired
11. **foresight:** insight gained by looking to the future, or the ability to consider the future
12. **incentive:** monetary or other reward offered as motivation
13. **income:** the amount of money or its equivalent received during a period of time in exchange for labor or services
14. **labor:** 1. activity undertaken for economic gain. 2. physical or mental exertion.
15. **manager:** one who handles, controls, or directs an enterprise or institution
16. **market:** 1. the business of buying and selling a specific item. 2. current price or value
17. **productivity:** measurement of the ability to bring about a desired or required result
18. **reliability:** the ability to be dependable
19. **responsibility:** a duty or obligation
20. **service worker:** one who works in the service sector (the part of economy that deals with selling intangible products rather than physical products)
21. **skill:** a developed talent or ability
22. **specialization:** concentration in one area; expertise
23. **standard of living:** the level of subsistence and comfort in everyday life enjoyed by a community, class, or individual
24. **wage:** a payment to a worker for labor or services
25. **workplace:** a person's place of employment

## Learning Goal

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Students will present and demonstrate their full understanding of their own entrepreneurial business and all its components with full understanding of the terminology.

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| WORK.5-8.9.1     | All students will develop career awareness and planning, employability skills, and foundational knowledge necessary for success in the workplace.  |
| WORK.5-8.9.1.8   | All students will demonstrate creative, critical thinking, collaboration and problem solving skills to function successfully as global citizens and workers in diverse ethnic and organizational cultures. |
| WORK.5-8.9.1.8.B | Creativity and Innovation  |
| WORK.5-8.9.1.8.C | Collaboration, Teamwork and Leadership   |
| WORK.5-8.9.1.8.F | Accountability, Productivity and Ethics  |
| WORK.5-8.9.1.8 B | Employability Skills   |
| WORK.5-8.9.2     | All students will demonstrate critical life skills in order to be functional members of society.   |
| WORK.5-8.9.2.8   | All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.        |
| WORK.5-8.9.2.8.A | Income and Careers   |

|                  |                                 |
|------------------|---------------------------------|
| WORK.5-8.9.2.8.B | Money Management                |
| WORK.5-8.9.2.8.C | Credit and Debt Management      |
| WORK.5-8.9.2.8.D | Planning, Saving, and Investing |
| WORK.5-8.9.2.8.E | Becoming a Critical Consumer    |
| WORK.5-8.9.2.8.F | Civic Financial Responsibility  |
| WORK.5-8.9.2.8 B | Self-Management                 |
| WORK.5-8.9.2.8 E | Consumer and Personal Finance   |
| WORK.5-8.9.3.8.B | Career Exploration              |

## Objective 1

### SWBAT:

Demonstrate knowledge of classroom management rules and office safety procedures in computerized areas.

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| LA.W.8.2.A                      | Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).  |
| LA.W.8.3.C                      | Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.   |
| LA.SL.8.5                       | Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.   |
| LA.8.CCSS.ELA-Literacy.CCRA.SL4 | Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.  |
| TEC.5-8.8.1.8.A.5               | Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.  |
| TEC.5-8.8.1.8.C.1               | Participate in an online learning community with learners from other countries to understand their perspectives on a global problem / issue and propose possible solutions.   |
| TEC.5-8.8.1.8.D.1               | Model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics.   |
| TEC.5-8.8.1.8.D.2               | Summarize the application of fair use and creative commons.   |
| WORK.5-8.9.1.8 B.4              | Describe and demonstrate appropriate work habits and interpersonal skills needed to obtain and retain employment.   |
| WORK.5-8.9.1.8 B.6              | Identify and develop skills that are transferable from one occupation to another.   |
| WORK.5-8.9.2.8 A.1              | Communicate, analyze data, apply technology, and problem solve.<br>Effective use of digital tools assists in gathering and managing information.<br>The use of technology and digital tools requires knowledge and appropriate use of operations and related applications.<br>The use of technology and digital tools requires knowledge and appropriate use of operations and related applications.<br>The use of digital tools enhances creativity and the construction of knowledge. |

## Objective 2

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SWBAT:

Apply and develop previously acquired keyboarding, word processing and computer use. Describe how knowledge of technology can impact employability.

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| TEC.3-4.8.1.4.A.1 | Demonstrate effective input of text and data using an input device.  |
| TEC.3-4.8.1.4.A.2 | Create a document with text formatting and graphics using word processing.   |
| TEC.5-8.          | The use of digital tools and media-rich resources enhances creativity and the construction of knowledge.   |
| TEC.5-8.8.1.8.A.1 | Create professional documents (e.g., newsletter, personalized learning plan, business letter or flyer) using advanced features of a word processing program. |
| TEC.5-8.8.1.8.A.2 | Plan and create a simple database, define fields, input data and produce a report using sort and query.  |
| TEC.5-8.8.1.8.A.3 | Create a multimedia presentation including sound and images.   |
| TEC.5-8.8.1.8.A.5 | Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.   |
|                   | The use of technology and digital tools requires knowledge and appropriate use of operations and related applications.                                       |

## Objective 3

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SWBAT:

Define/describe entrepreneurship, basic economic concepts, and the entrepreneurial process.

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| WORK.5-8.9.2.8.1      | Educational achievement, career choice, and entrepreneurial skills all play a role in achieving a desired lifestyle.  |
| WORK.5-8.9.2.8.2      | Philanthropic, charitable, and entrepreneurial organizations play distinctly different but vitally important roles in supporting the interests of local and global communities. |
| WORK.5-8.9.2.8.A.1    | Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.  |
| WORK.9-12.9.2.12.1    | Educational achievement, career choice, and entrepreneurial skills all play a role in achieving a desired lifestyle.  |
| WORK.9-12.9.2.12.2    | Philanthropic, charitable, and entrepreneurial organizations play distinctly different but vitally important roles in supporting the interests of local and global communities. |
| WORK.9-12.9.3.12.C.10 | Differentiate entrepreneurship opportunities as options for career planning, and identify the knowledge, skills, abilities, and resources required for owning a business.       |

## Objective 4

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SWBAT:

Describe the rewards and risks of entrepreneurship and the characteristics of successful entrepreneurs.

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| WORK.5-8.9.2.8.1 | Money management involves setting financial goals. |
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| WORK.5-8.9.2.8.2   | Appropriate application of basic economic principles leads to wiser decisions for individual, family, and business financial planning. |
| WORK.5-8.9.2.8.3   | Money management requires understanding of cash flow systems and business practices.   |
| WORK.5-8.9.2.8.B.2 | Justify the concept of "paying yourself first" as a financial savings strategy.  |
| WORK.5-8.9.2.8.B.3 | Relate the concept of deferred gratification to investment, meeting financial goals, and building wealth.                              |
| WORK.5-8.9.2.8.B.5 | Evaluate the relationship of cultural traditions and historical influences on financial practice.                                      |
| WORK.5-8.9.2.8.B.7 | Develop a system for keeping and using financial records.  |
| WORK.5-8.9.2.8.F.3 | Relate the impact of business, government, and consumer fiscal responsibility to the economy and to personal finance.                  |
| WORK.K-4.9.2.4.1   | There are common financial risks and ways to manage risks.   |
| WORK.K-4.9.2.4.1   | Money management involves setting financial goals.   |
| WORK.K-4.9.2.4.B.1 | Differentiate between financial wants and needs.   |
| WORK.K-4.9.2.4.B.2 | Identify age-appropriate financial goals.  |
| WORK.K-4.9.2.4.B.7 | Explain the purposes of financial institutions in the community.   |
| WORK.K-4.9.2.4.F.4 | Identify skills related to organizing, managing, and taking on the risks of owning a business.   |
| WORK.K-4.9.2.4.G.2 | Explain the importance of protection against financial loss and reasons for risk assessment.   |

## Objective 5

### SWBAT:

Describe how to develop and evaluate a business concept and a business plan.

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| WORK.5-8.9.1.8.A.4    | Design and implement a project management plan using one or more problem-solving strategies.  |
| WORK.5-8.9.2.8.1      | Information about investment options assists with financial planning.   |
| WORK.5-8.9.2.8.2      | Appropriate application of basic economic principles leads to wiser decisions for individual, family, and business financial planning.                                    |
| WORK.5-8.9.2.8.B.1    | Construct a simple personal savings and spending plan based on various sources of income.   |
| WORK.5-8.9.2.8.G.2    | Explain why it is important to develop plans for protecting current and future personal assets against loss.  |
| WORK.9-12.9.1.12.E.4  | Predict the impact of emerging media technologies on international business and globalization.  |
| WORK.9-12.9.3.12.C.10 | Differentiate entrepreneurship opportunities as options for career planning, and identify the knowledge, skills, abilities, and resources required for owning a business. |

## Objective 6

### SWBAT:

Demonstrate knowledge of the types of business ownership, including sole proprietorships, partnerships, and

corporation.

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| BUS.9-12.9.4.12.D.32  | Describe the nature and types of business organizations to build an understanding of the scope of organizations.  |
| WORK.9-12.9.3.12.C.10 | Differentiate entrepreneurship opportunities as options for career planning, and identify the knowledge, skills, abilities, and resources required for owning a business. |

## **Objective 7**

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SWBAT:

Demonstrate knowledge of site selection and layout planning.

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| BUS.9-12.9.4.12.D.(6).2 | Plan the use of financial resources.   |
| BUS.9-12.9.4.12.D.5     | Examine and apply business and economic principles and concepts in making informed business decisions that support continued business operations.  |
| BUS.9-12.9.4.12.D.10    | Use correct grammar, punctuation, and terminology to write and edit documents.   |
| BUS.9-12.9.4.12.D.38    | Demonstrate knowledge of personal and jobsite safety rules and regulations to maintain safe and healthful working conditions and environments.   |
| BUS.9-12.9.4.12.D.39    | Demonstrate knowledge of employee rights and responsibilities and employers' obligations to maintain workplace safety and health.  |
| BUS.9-12.9.4.12.D.44    | Employ leadership skills to accomplish goals and objectives.   |
| BUS.9-12.9.4.12.D.45    | Employ organizational skills to foster positive working relationships and accomplish organizational goals.   |
| BUS.9-12.9.4.12.D.73    | Plan, implement, monitor, and evaluate projects.   |
| VPA.6-8.1.3.8.2         | Themes in art are often communicated through symbolism, allegory, or irony. There are a wide variety of art mediums, each having appropriate tools and processes for the production of artwork. Fluency in these mediums, and the use of the appropriate tools associated with working in these mediums, are components of art-making. |
| VPA.6-8.1.3.8.3         | The classification of art into various art genres depends on the formal aspects of visual statements (e.g., physical properties, theoretical components, cultural context). Many genres of art are associated with discipline-specific arts terminology.   |
| VPA.6-8.1.3.8.4         | Universal themes exist in art across historical eras and cultures. Art may embrace multiple solutions to a problem.  |
| VPA.6-8.1.3.8.D.2       | Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals.  |

## **Objective 8**

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SWBAT:

Demonstrate knowledge of key marketing strategies that lead to business success.

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| BUS.9-12.9.4.12.D.(5).9 | Employ and manage the tools, techniques, and systems involved in creating, communicating, and delivering value to the public. |
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| BUS.9-12.9.4.12.D.(6).5 | Demonstrate knowledge of inventory tracking technology to facilitate operational controls.   |
| BUS.9-12.9.4.12.D.6     | Select and employ appropriate reading and communication strategies to learn and use technical concepts and vocabulary in practice. |
| BUS.9-12.9.4.12.D.11    | Develop and deliver formal and informal presentations using appropriate media to engage and inform audiences.                      |
| BUS.9-12.9.4.12.D.12    | Interpret verbal and nonverbal cues/behaviors to enhance communication.  |
| BUS.9-12.9.4.12.D.13    | Apply active listening skills to obtain and clarify information.   |
| BUS.9-12.9.4.12.D.20    | Conduct technical research to gather information necessary for decision-making.  |

## Objective 9

SWBAT:

Demonstrate knowledge in the financial management of a business.

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| MA.4.MD.A.2        | Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale. |
| WORK.5-8.9.2.8.1   | Money management involves setting financial goals.  |
| WORK.5-8.9.2.8.1   | There are common financial risks and ways to manage risks.  |
| WORK.5-8.9.2.8.A   | Income and Careers  |
| WORK.5-8.9.2.8.B.7 | Develop a system for keeping and using financial records.   |
| WORK.5-8.9.2.8.C.1 | Compare and contrast the financial products and services offered by different types of financial institutions.  |
| WORK.5-8.9.2.8.F.3 | Relate the impact of business, government, and consumer fiscal responsibility to the economy and to personal finance.   |
| WORK.5-8.9.2.8.F.5 | Determine opportunities for micro-financing of global charities and causes.   |
| WORK.5-8.9.2.8.G.1 | Compare the impact of losses associated with different types of financial risk.   |

## Summative Assessment

- End of Course Test Assessment
- Final Class Presentation
- Project Based Rubric Assessment

## Proficiency Scale

Career Evaluation – Cycle

Name: \_\_\_\_\_  
 Period \_\_\_\_\_

| Criteria   | <b>Poor</b><br><br><b>Demonstrates low understanding.</b><br><br><b>0 -16 pts</b> | <b>Fair</b><br><br><b>Demonstrates some understanding.</b><br><br><b>17-19 pts</b> | <b>Good</b><br><br><b>Demonstrates high understanding.</b><br><br><b>20-22 pts</b> |
|--|---|--|--|
| <b>(1) Recall:</b><br><br>Define/describe entrepreneurship, basic economic concepts, and the entrepreneurial process.  |   |  |  |
| <b>(2) Concept:</b><br><br>Interpret the concept of starting and owning a business, and attempts to demonstrate concepts taught through the creation and management of a fictional business or non-profit organization.          |   |  |  |
| <b>(3) Strategic Thinking:</b><br><br>Create a business plan and continued finance budgeting with the provided fictional budget they are given.  |   |  |  |
| <b>(4) Extended Thinking:</b><br><b>Overall Performance</b><br><br>Demonstrates understanding of their entire career path by presenting a powerpoint presentation explaining their experience as a business owner and developer. |   |  |  |
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## **21st Century Life and Careers**

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| CRP.K-12.CRP1  | Act as a responsible and contributing citizen and employee.                        |
| CRP.K-12.CRP2  | Apply appropriate academic and technical skills.                                   |
| CRP.K-12.CRP5  | Consider the environmental, social and economic impacts of decisions.              |
| CRP.K-12.CRP6  | Demonstrate creativity and innovation.   |
| CRP.K-12.CRP8  | Utilize critical thinking to make sense of problems and persevere in solving them. |
| CRP.K-12.CRP10 | Plan education and career paths aligned to personal goals.                         |
| CRP.K-12.CRP11 | Use technology to enhance productivity.  |

## **Formative Assessment and Performance Opportunities**

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- Assigned Class Activities/Projects
- Class Participation
- Exit Tickets
- Homework
- Objective/Subjective Tests
- Oral Presentations
- Quizzes
- Rubric
- Self Assessment
- Student Interviews
- Teacher Observation

## **Differentiation/Enrichment**

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- Community Presentations
- IEP/504 Modifications
- Individualized Project Topic
- Lesson Extensions
- Manipulatives
- Review and Practice
- Self-Reflection
- Small Group Instruction

## **Course Resources**

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<http://www.NFIB.com>

<http://eitccurriculum.com>

Computer Lab Workstations

Bridges Career Internet Program

Library  
Guest Speakers when available  
Internet  
Parent and Teacher career experience