| ***Entrepreneurship: Unit 1 - What is an Entrepreneur?******Weeks 1-8 - September to October (37 Days)*** |
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| **Targeted Standards** (Write the overall NJSLS standards that are most applicable to this unit.).**9.2.12.CAP.21:** Explain low-cost and low-risk ways to start a business.**9.2.12.CAP.22:** Compare risk and reward potential and use the comparison to decide whether starting a business is feasible.**9.4.12.CI.1:** Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).  |
| **Rationale and Transfer Goals** : This unit is an exploration of what it means to be an entrepreneur: what an entrepreneur does, what he/she acts like, values, and achieves. It will give students an overview of what it means to start, run, and own a business—the risks, rewards, needs, and expectations. Students will be focused on establishing professional business behavior, teamwork expectations, work ethic, and an entrepreneurial spirit. |
| **Enduring Understandings:** What are the most essential conclusions that students should be guided towards throughout this unit?An entrepreneur is someone who recognizes a business opportunity and organizes, manages, and assumes the risks of starting and operating a business.Common characteristics of successful entrepreneurs include: persistence, creativity, self-confidence, risk-taking, and resourcefulness, and goal-oriented.An entrepreneur risks his/her money and personal time by investing their own money and time building the business.An entrepreneur can be financially rewarded by having a successful business.Entrepreneurs use their creativity to take something new and add value to it. |
| **Essential Questions**: What are the questions that will guide critical thinking about the content of this unit? Essential questions should, in part, be thought-starters toward the enduring understandings.What is an entrepreneur?What are the characteristics of successful entrepreneurs?What are some risks associated with starting a business?What are some rewards associated with starting a business?How is creativity and innovation used in the entrepreneurial process? |
| **Content/Objectives** | **Instructional Actions** |
| **Content*****What students will know*** | **Skills*****What students will be able to do*** | **Activities/Strategies*****How we teach content and skills*** | **Evidence (Assessments)*****How we know students have learned*** |
| * Definition of an entrepreneur.
* What it means to start a business.
* Characteristics of an entrepreneur.
* Risks and rewards of becoming an entrepreneur.
* Creativity and innovation uses and techniques.
* Franchising vs. Buying a Business.
 | * Think, reflect, create, and collaborate toward formal projects that engage real-world business expectations.
* Use Google Classroom and Google Drive applications.
* Write in an organized manner in the form of short answer and essay.
* Work in teams to enhance the creative process and work with others.
 | * Researching and Web Quests.
* Classroom oral discussions.
* Short answer and essay responses.
* Team Games.
* Role play.
* Reflection.
 | * Rubrics.
* Exit Tickets.
* Challenge Question participation.
* Teacher observations and reflections.
* Analysis of student reflections.
* [Quiz](https://drive.google.com/file/d/12_0b2gOOKUGZJXsNlAi06HQPW7pqHZqI/view?usp=sharing).
* [Quarterly Assessment](https://docs.google.com/forms/d/e/1FAIpQLSe1rFVQE1Xvcj-d8O0iejNf1bPgr3sxImmisgYleflnhLBE-Q/viewform?usp=sf_link).
* Formal data from activities.
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| **Spiraling for Mastery** **Where does this unit spiral back to other units from this or previous years** **in order to ensure that students retain mastery of what they’ve learned?** |
| **Content or Skill for this Unit** | **Spiral Focus from Previous Unit** | **Instructional Activity** |
| * Characteristics of successful entrepreneurs.
* Risks and rewards of starting a business.
 | * Maslow’s Hierarchy of Needs.
* Recall proper writing skills and use of thesis sentences.
* Basic understanding of business.
 | * Challenge Questions.
* Mini Paragraphs/Sentence Starters.
* Use of Google Classroom and Google Drive applications.
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| **21st Century Skills:** What are the [21st Century Skills](http://www.p21.org/about-us/p21-framework) that are a part of this unit, and where are they experienced?CRP1. Act as a responsible and contributing citizen and employee. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity. In the literacy block, students will be making judgments and decisions, implementing innovations, thinking creatively, work creatively, communicate clearly, collaborating with others, using visual literacy, applying scientific and numerical literacy, using cross-disciplinary thinking, applying basic literacy, accessing and evaluating information, using and managing information, creating media products, and applying technology effectively. |
| **Key resources:** What are the resources that are essential for this unit (may also be listed in “Activities/Strategies”)?* Quizizz
* Google Classroom
* Google Docs
* Nearpod
* Personal dry erase boards
* Note cards.
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| **Interdisciplinary Connections:****Computer Science and Design** - Students will analyze how new and emerging technologies have made a difference and caused ethical dilemmas in business from past cases / 8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made. **World Language -** Class discussions and writing activities will be assigned that relate to key entrepreneurs throughout history/ 7.1.AL.IPERS.1: Participate in extended conversations about personal, social, and professional topics, using paragraph-level speech and writing across major time frames. |