

Unit Cover Page

Unit Title Entrepreneurship: Your potential as an entrepreneur		Grade Level(s) 10-12	
Subject/Topic Areas	<input style="width: 95%;" type="text"/>		
Key Words	<input style="width: 95%;" type="text"/>		
Designed by	<input style="width: 40%;" type="text"/>	Time Frame	<input style="width: 20%;" type="text"/>
School District	<input style="width: 25%;" type="text"/>	School	<input style="width: 50%;" type="text"/>

Brief Summary of Unit (Including curricular context and unit goals):

Students will explore the characteristics, rewards, challenges and motivations of an entrepreneur, the differences between an entrepreneur and an employee, and the importance entrepreneurs have in the American economic system.

Unit Design Status	<input type="checkbox"/> Completed template pages – Stages 1, 2, & 3
<input type="checkbox"/> Completed blueprint for each performance task	<input type="checkbox"/> Completed rubrics
<input type="checkbox"/> Directions to students <i>and</i> teachers	<input type="checkbox"/> Materials and resources listed
<input type="checkbox"/> Suggested accommodations	<input type="checkbox"/> Suggested extensions
Status:	
<input type="checkbox"/> Initial draft (date <input style="width: 150px;" type="text"/>)	<input type="checkbox"/> Revised draft (date <input style="width: 150px;" type="text"/>)

Stage 1 – Identify Desired Results

Established Goals

- Explain the characteristic of a successful entrepreneur while comparing your own personality and skill traits with the reality of becoming an entrepreneur
- Demonstrate understanding of the attitudes and aptitudes exhibited by current entrepreneurs when confronted with challenges

What understandings are desired?

Students will understand that ...

- Entrepreneurs often fail multiple times before establishing a successful business
- Being an entrepreneur is rewarding in different ways than being an employee
- Entrepreneurs face challenges and responsibilities that employees do not
- Entrepreneurs are essential to the American economy
- Entrepreneurs leave the corporate environment for various reasons
- Entrepreneurs make decisions, take risks, and are directly affected by the consequences

What essential questions will be considered?

- Why do entrepreneurs fail? Why do they try again after having failed?
- What are the rewards of being an entrepreneur?
- Why doesn't everyone become an entrepreneur?
- What role do entrepreneurs play in the American economy?
- Why do people become entrepreneurs?
- What added responsibilities do entrepreneurs have compared to employees?

What key knowledge and skills will students acquire as a result of this unit?

Students will know ...

- The necessary attitude of a successful entrepreneur
- The pros and cons of being an entrepreneur
- The importance of entrepreneurs in economics
- The essential skills of a successful entrepreneur

Students will be able to...

- Use self-actualization to assess themselves for candidacy as a entrepreneur
- Express their knowledge creatively

Stage 2 – Determine Acceptable Evidence

What evidence will show that students understand?

Performance Tasks (Summary in GRASPS form):

Students will interview a local/global entrepreneur and create an engaging and informative presentation relating their experiences with the unit's essential questions

Students will select a known entrepreneur and demonstrate their characteristics using a graphic organizer

Other Evidence (quizzes, tests, prompts, observations, dialogues, work samples):

Creation of Venn diagram relating roles of entrepreneurs and employees

Quiz on facts about entrepreneurs

Written reflection on individual likelihood of becoming an entrepreneur using examples from their life

Classroom discussion about desire to become an entrepreneur

Student Self-Assessment and Reflection:

Stage 3 – Plan Learning Experiences and Instruction

Consider the WHERETO elements.

Standards: Connecticut Statewide Assessment

21. Identify the characteristics of a successful entrepreneur

Daily lesson plan goes here

Unit Title Entrepreneurship: Exploring opportunities and planning your venture		Grade Level(s) 10-12	
Subject/Topic Areas	<input type="text"/>		
Key Words	<input type="text"/>		
Designed by	<input type="text"/>	Time Frame	<input type="text"/>
School District	<input type="text"/>	School	<input type="text"/>

Brief Summary of Unit (Including curricular context and unit goals):

Students will explore the idea creation of new business ventures, the sources from which new businesses can be founded, the analysis for gauging feasibility, and detailing a formalized business concept plan.

Unit Design Status	<input type="checkbox"/> Completed template pages – Stages 1, 2, & 3
<input type="checkbox"/> Completed blueprint for each performance task	<input type="checkbox"/> Completed rubrics
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Status:	
<input type="checkbox"/> Initial draft (date <input type="text"/>)	<input type="checkbox"/> Revised draft (date <input type="text"/>)

Stage 1 – Identify Desired Results

Established Goals

- Brainstorm new venture opportunities and use a feasibility analysis to decide potential
- Transform new business ideas into business concepts

What understandings are desired?

Students will understand that ...

- Opportunities arise from technology, demands, laws, innovations, and competition
- New business ideas need consumer demand to be sustainable
- Business ideas often do not develop further because of a lack of a detailed business concept
- New business ventures require focus and detailed attention to develop successfully

What essential questions will be considered?

- Where can I find inspiration in creating new business opportunities?
- What makes for a *good* business idea?
- What do I do once I have a potential business idea?
- How can I transition my new business idea into an articulated concept?

What key knowledge and skills will students acquire as a result of this unit?

Students will know ...

Students will be able to...

- | | |
|--|---|
| <ul style="list-style-type: none"> ● Areas of potential for new businesses ● How to formulate steps in establishing a business concept ● How to assess business ideas for feasibility | <ul style="list-style-type: none"> ● Brainstorm as a group for enhanced ideas ● Evaluate business ideas for profitability |
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Stage 2 – Determine Acceptable Evidence

What evidence will show that students understand?

Performance Tasks (Summary in GRASPS form):

Sales Pitch: Individual/group presentation of new business venture with detailed business concept to *investors* (students/staff/outside professionals but no actual monetary involvement) explaining and defending their venture and its chance of success.

Other Evidence (quizzes, tests, prompts, observations, dialogues, work samples):

Quiz on implementing a feasibility analysis for different scenarios

Quiz on sources of business opportunities

Written creation of a business concept

Classroom discussion about potential new local businesses

Brainstorming activity for new ventures

Student Self-Assessment and Reflection

Stage 3 – Plan Learning Experiences and Instruction

Consider the WHERETO elements.

Standards: Connecticut Statewide Assessment

28. Identify the information to be included in each component of a business plan.

Daily lesson plan goes here

Unit Cover Page

Unit Title	Entrepreneurship: Marketing Your Business	Grade Level(s)	10-12
Subject/Topic Areas	<input type="text"/>		
Key Words	<input type="text"/>		
Designed by	<input type="text"/>	Time Frame	<input type="text"/>
School District	<input type="text"/>	School	<input type="text"/>

Brief Summary of Unit (Including curricular context and unit goals):

Students will explore the statistical importance of market research, industry analysis, and customer demographics in identifying areas of market needs and new business venture opportunities.

Unit Design Status

<input type="checkbox"/> Completed template pages – Stages 1, 2, & 3	
<input type="checkbox"/> Completed blueprint for each performance task	<input type="checkbox"/> Completed rubrics
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Status:

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Stage 1 – Identify Desired Results

Established Goals

- Demonstrate understanding of different markets, their demographics, and behaviors
- Conduct market research to find customer profiles receptive to your business venture

What understandings are desired?

Students will understand that ...

- There are a myriad of consumer markets each with distinctive characteristics
- Businesses should focus their attention to specific consumer profiles
- Analyzing competitors is important in identifying areas of market demand
- Great business ideas need consumer demand to become profitable

What essential questions will be considered?

- Why would I not want to market my business venture to everyone?
- How can I discover more about the consumers who will be receptive to my venture?
- Why do I need to understand the competition to find new customers?
- Can knowing the target markets influence me in creating a new business venture?

What key knowledge and skills will students acquire as a result of this unit?

Students will know ...

- Demographics of target markets
- Impact of market research on profit
- Market segmentation

Students will be able to...

- Conduct market research
- Create customer profile and needs analysis
- Identify underserved market areas

Stage 2 – Determine Acceptable Evidence

What evidence will show that students understand?

Performance Tasks (Summary in GRASPS form):

Market Research: Students will conduct a market research survey on the community for their proposed business venture and analyze the data

On-Site Observations: Students will observe two industry competitors (Starbucks & Dunkin Donuts, Hollister & Aeropostale, etc) and record the approximate demographics of the customers over a 30 minute period

Other Evidence (quizzes, tests, prompts, observations, dialogues, work samples):

Quiz on target markets, demographics, and market segmentation

Quiz on analyzing market data for underserved customers

Written creation of a market research survey

Classroom discussion about areas of locally underserved customer bases

Diagram of industry breakdown by demographic and market segmentation

Student Self-Assessment and Reflection

Stage 3 – Plan Learning Experiences and Instruction

Consider the WHERETO elements.

Standards: Connecticut Statewide Assessment

24. Describe the application of the marketing mix, including product, place, price, and promotion.

Daily lesson plan goes here

Unit Cover Page

Unit Title	Entrepreneurship: Financial Management	Grade Level(s)	10-12
Subject/Topic Areas	<input type="text"/>		
Key Words	<input type="text"/>		
Designed by	<input type="text"/>	Time Frame	<input type="text"/>
School District	<input type="text"/>	School	<input type="text"/>

Brief Summary of Unit (Including curricular context and unit goals):

Students will explore the importance of cash flow, break-even analysis, debt financing, equity financing, and financial ratios to an entrepreneurial startup.

Unit Design Status Completed template pages – Stages 1, 2, & 3 Completed blueprint for each performance task Completed rubrics Directions to students *and* teachers Materials and resources listed Suggested accommodations Suggested extensions

Status:

 Initial draft (date) Revised draft (date)**Stage 1 – Identify Desired Results****Established Goals**

- Identify sources and implications of both equity and debt capital for your business
- Calculate dynamic break-even points and their impact on revenue, expenses, and profit

What understandings are desired?

Students will understand that ...

- There are multiple sources of capital financing
- Debt and Equity financing have divergent long-term and short-term ramifications for entrepreneurs
- Knowing a product's break even point is essential for cash flow management
- Financial metrics are useful in guiding decision making for entrepreneurs

What essential questions will be considered?

- Why would I choose debt financing to start my business?
- Why would I choose equity financing to start my business?
- Where can I likely receive funds from as a new entrepreneur?
- Why is cash flow management critical for a startup venture?
- How do I calculate a product's break-even point?

What key knowledge and skills will students acquire as a result of this unit?

Students will know ...

- The difference between equity and debt financing
- The procedure for acquiring startup capital
- How to calculate a product’s break-even point
- The importance of cash flow management

Students will be able to...

- Debate which startup capital is the better choice
- Create a startup capital sales presentation
- Calculate dynamic break-even points

Stage 2 – Determine Acceptable Evidence

What evidence will show that students understand?

Performance Tasks (Summary in GRASPS form):

Students will create a presentation for either debt or equity capital (Debt would be a bank presentation along with a refined business plan, Equity would be a marketing video for crowdfunding)

Students will create their own break-even scenarios and solve the scenarios of their peers.

Other Evidence (quizzes, tests, prompts, observations, dialogues, work samples):

Quiz on break-even scenarios

Presentation sales pitch for capital

Tower creation demonstrating return on capital

Classroom discussion on capital financing and capital usage

Student Self-Assessment and Reflection

Stage 3 – Plan Learning Experiences and Instruction

Consider the WHERETO elements.

Standards: Connecticut Statewide Assessment

25. Identify the total cash needed to start a business, including start-up costs, ongoing operational expenses, and cash reserves.

27. Calculate the number of products that need to be sold in order to make a profit using break-even analysis.

Daily lesson plan goes here

Unit Cover Page

Unit Title Entrepreneurship: Legal and Ethical Environment	Grade Level(s) 10-12
Subject/Topic Areas	
Key Words	
Designed by	Time Frame
School District	School

Brief Summary of Unit (Including curricular context and unit goals):

Students will explore the legal requirements, ethical issues, and social responsibilities of operating a business.

Unit Design Status

<input type="checkbox"/> Completed template pages – Stages 1, 2, & 3	
<input type="checkbox"/> Completed blueprint for each performance task	<input type="checkbox"/> Completed rubrics
<input type="checkbox"/> Directions to students <i>and</i> teachers	<input type="checkbox"/> Materials and resources listed
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Status:

<input type="checkbox"/> Initial draft (date <input type="text"/>)	<input type="checkbox"/> Revised draft (date <input type="text"/>)
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Stage 1 – Identify Desired Results

Established Goals

- Demonstrate understanding of criminal, civil, and tort law
- Debate ethical dilemmas and the often polarizing issues of maximizing shareholder value against being a socially responsible company

What understandings are desired?

Students will understand that ...

- There are federal, state, and international laws for operating a business
- Social responsibility and maximizing profit can occur harmoniously
- Laws protect businesses, consumers, employees, and owners
- Contracts must contain essential elements to be considered valid

What essential questions will be considered?

- What states or countries are more advantageous for startup ventures?
- What proactive initiatives should a startup take to mitigate legal complications?
- How do I decide between social responsibility and profit?
- What laws can protect my business and myself?
- What are the benefits to formalizing a contract?

What key knowledge and skills will students acquire as a result of this unit?

Students will know ...

- The difference between criminal, civil and tort law
- The long-term benefits of social responsibility
- The components of a valid contract
- The legal process in creating a business

Students will be able to...

- Debate profit and ethics
- Distinguish an enforceable contract
- Cite legal precedent

Stage 2 – Determine Acceptable Evidence

What evidence will show that students understand?

Performance Tasks (Summary in GRASPS form):

Students will debate in the role of lawyers prominent tort cases; supporting their opinions with factual and sound reasoning

Students will present case studies on business ethics/social responsibility, both positive and negative, of S&P 500 companies.

Other Evidence (quizzes, tests, prompts, observations, dialogues, work samples):

Quiz on civil, criminal, and tort law

Classroom debates on ethical scenarios

Classroom debates on tort scenarios

Presentations of companies Code of Business Conduct policy

Student Self-Assessment and Reflection

Stage 3 – Plan Learning Experiences and Instruction

Consider the WHERETO elements.

Standards: Connecticut Statewide Assessment

23. Discuss the impact of entrepreneurs being ethically and socially responsible.

Daily lesson plan goes here

Unit Cover Page

Unit Title Entrepreneurship: Simulation	Grade Level(s) 10-12
Subject/Topic Areas	
Key Words	
Designed by	Time Frame
School District	School

Brief Summary of Unit (Including curricular context and unit goals):

Students will apply all previous knowledge in a hands-on competitive simulation as they attempt to create a profitable vacation resort.

Unit Design Status

<input type="checkbox"/> Completed template pages – Stages 1, 2, & 3	
<input type="checkbox"/> Completed blueprint for each performance task	<input type="checkbox"/> Completed rubrics
<input type="checkbox"/> Directions to students <i>and</i> teachers	<input type="checkbox"/> Materials and resources listed
<input type="checkbox"/> Suggested accommodations	<input type="checkbox"/> Suggested extensions

Status:

<input type="checkbox"/> Initial draft (date <input type="text"/>)	<input type="checkbox"/> Revised draft (date <input type="text"/>)
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Stage 1 – Identify Desired Results

Established Goals

- Demonstrate ability to negotiate, communicate, and problem solve
- Accurately forecast and calculate expenses, profit, taxes, returns, and cash flow

What understandings are desired?

Students will understand that ...

- Business is risky, competitive, and requires you to utilize both your IQ and EQ to be successful
- Group formation and leveraging your individual strengths is essential for a partnership

What essential questions will be considered?

- What demographic should my resort target
- What strategies can be applied in negotiations
- What risks are acceptable
- How should my budget be allocated

What key knowledge and skills will students acquire as a result of this unit?

Students will know ...

- There are unforeseen events in business
- Negotiations are dynamic
- Decisions have long-term effects
- Creativity is rewarded in business

Students will be able to...

- Adjust plans based upon results
- Negotiate effectively in different situations
- Envision the potential consequences of actions
- Apply creativity to dynamic problems

Stage 2 – Determine Acceptable Evidence

What evidence will show that students understand?

Performance Tasks (Summary in GRASPS form):

Students will create their own resort (island selection, design layout, labor chart, menu pricing, occupancy rate, theme, etc.)

Students will negotiate all aspects of the creation of their resort (land purchase, construction cost, union labor, food& drink pricing, insurance, consulting fees, advertisements, etc.)

Other Evidence (quizzes, tests, prompts, observations, dialogues, work samples):

Financial spreadsheet recording all transactions, expenses, and profit

Digital record of all negotiation activities

Architectural layout of resort design

Menu pricing and design

Individual consulting discussion upon grand opening of resort

Student Self-Assessment and Reflection

Stage 3 – Plan Learning Experiences and Instruction

Consider the WHERETO elements.

Standards: Connecticut Statewide Assessment

28. Identify the information to be included in each component of a business plan.

Daily lesson plan goes here