

Entrepreneurship Unit 1: Business Plan

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p><u>Competencies:</u></p> <ul style="list-style-type: none"> Students will demonstrate the ability to collaborate, create and reflect in order to create an innovative and solid business plan. Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials. Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences. Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style. <p><u>Content Standards:</u></p> <p>NBEA - National Business Education Association</p> <ul style="list-style-type: none"> NBEA Entrepreneurship 1: Recognize that entrepreneurs possess unique characteristics and evaluate the degree to which one possesses those characteristics. NBEA Entrepreneurship 2: Recognize trends and social responsibilities can lead to entrepreneurial opportunities. NBEA Entrepreneurship 3: Apply economic concepts when making decisions for an entrepreneurial venture. NBEA Entrepreneurship 4: Develop a marketing vision to introduce a product or service. NBEA Entrepreneurship 7: Develop a management plan for an entrepreneurial venture. NBEA Entrepreneurship 9: Develop a business plan. 	Transfer	
	<p><i>Students will be able to independently use their learning to be innovative thinkers and creative problem solvers.</i></p>	
	Meaning	
	<p>ENDURING UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> the business plan is always necessary when beginning a new product or service business. long-term and short-term goals need to be identified, attended to and constantly re-evaluated. the information in the business plan holds varied importance and relevance to different stakeholders evaluating and updating the business plan on a regular basis establishes good time management skills and is an essential part of the plan. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> Does a well made business plan always guarantee a successful business?
	Acquisition	
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> that all businesses need a business plan. that the business plan has many components that focus on both long-term and short-term goals. that researching and questioning are part of the beginning process of the business plan. that entrepreneurial ventures depend on a well prepared timetable. that business plans need to be evaluated and updated on a regular basis. that clear communication, identifying customer wants and needs and attention to detail will all aid in a successful business plan and venture. <p><u>vocabulary:</u> business plan, long-term/short-term business plan goals, entrepreneur, stakeholders, time management, industry research, marketing strategies,</p>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> describing the importance of planning. explaining why a business plan is needed. identifying the major components of a business plan. selecting specific events and correlating long and short-term goals associated with the planning activities. identifying the information to be included in each component of a business plan. researching business plan resources and information. developing a business plan for an entrepreneurial venture. analyzing the importance of the information in the business plan to different stakeholders. preparing a timetable for establishing an 	

	financial goals, production, organization, communication	entrepreneurial venture. ● evaluating and updating the business plan on a regular basis.
Content Area Literacy Standards		21st Century Skills
<p>CCSS.ELA-LITERACY.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.</p> <p>CCSS.ELA-LITERACY.RST.11-12.9 - Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p>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.</p> <p>WHST.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>		<ul style="list-style-type: none"> ● <i>Creative problem solvers</i> ● <i>Make solid decisions</i> ● <i>Innovative thinkers</i> ● <i>Clear communicators</i> ● <i>Change agents</i> ● <i>Self directed learners</i>

Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
<ul style="list-style-type: none">• 1.OA.1 Use	<ul style="list-style-type: none">• 1.OA.1 Use
<i>Technology Integration</i>	<i>District Materials</i>
<ul style="list-style-type: none">• 1.OA.1 Use	