

# Entrepreneurship Unit 2: Production

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p><u>Competencies:</u></p> <ul style="list-style-type: none"> <li>Students will demonstrate the ability to identify what components are required in order to produce a quality good or service.</li> <li>Students will demonstrate the ability to clearly communicate with customers to assess their needs and get their feedback in order to produce a quality good or service.</li> <li>Students will demonstrate the ability to recognize the importance of keeping accurate and appropriate records in order to make smart business decisions.</li> <li>Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials.</li> <li>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.</li> <li>Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style.</li> </ul> <p><u>Content Standards:</u></p> <p>NBEA - National Business Education Association</p> <ul style="list-style-type: none"> <li><u>NBEA Entrepreneurship 3:</u> Apply Economic concepts when making decisions for an entrepreneurial venture.</li> <li><u>NBEA Entrepreneurship 4:</u> Achievement Standard: Develop a marketing vision to introduce a product or service.</li> <li><u>NBEA Entrepreneurship 5:</u> Use the financial concepts and tools needed by the entrepreneur in making business decisions.</li> <li><u>NBEA Entrepreneurship 6:</u> Recognize that entrepreneurs must establish, maintain, and analyze appropriate records to make business decisions.</li> <li><u>NBEA Entrepreneurship 7:</u> Develop a management plan for an entrepreneurial venture.</li> <li><u>NBEA Entrepreneurship 8:</u> Analyze how forms of business ownership, government regulations, and business ethics affect entrepreneurial ventures.</li> </ul>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to execute a plan that will produce a good or service.</i></p>	
	<b>Meaning</b>	
	<p>ENDURING UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>entrepreneurship is vital in a market economy.</li> <li>there are many variables and components that must be met in order to develop a good or service.</li> <li>the unexpected must be expected in the production of goods and services.</li> <li>keeping accurate financial and accounting records is essential in the production of a good or service.</li> </ul>	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> <li>Can a bad business be profitable?</li> <li>Is following a trend in business a good idea?</li> </ul>
	<b>Acquisition</b>	
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>that following the business plan will have impact on a product or service.</li> <li>that entrepreneurs have specific characteristics that drive their ambitions.</li> <li>that there are risks and benefits to becoming an entrepreneur providing a new good or service.</li> <li>that there is a difference between the cost and price of a product and service.</li> <li>that accurate record keeping is necessary and essential.</li> <li>that production of a good needs to be evaluated and reevaluated to meet the customer's needs.</li> <li>that production includes the decision making surrounding the economy, pricing, marketing, financing and management of the good or service.</li> </ul> <p><u>vocabulary:</u> entrepreneur, risks, integrity, trends,</p>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>explaining entrepreneur and entrepreneurship.</li> <li>brainstorming ideas for new products or services.</li> <li>identifying and appraising the unique contributions of entrepreneurs to the economy of a country.</li> <li>identifying the characteristics of a successful entrepreneur.</li> <li>comparing and contrasting the risks and benefits of choosing to become an entrepreneur.</li> <li>demonstrating integrity in relationships, decisions and communications using an ethical model.</li> <li>identifying trends and target markets for product and services.</li> <li>extrapolating the difference between price and cost.</li> <li>determining the costs of starting a business venture.</li> <li>determining the appropriate records required for a</li> </ul>	

	price/cost, vision and mission statement, business venture, brainstorming, social responsibility, market economy, decision making, finance, record keeping	business venture. <ul style="list-style-type: none"> <li>● creating vision and mission statements.</li> <li>● determining both the cost and the price of a good or service.</li> </ul>
<b>Content Area Literacy Standards</b>		<b>21<sup>st</sup> Century Skills</b>
<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"> <li>● <i>Solve Problems</i></li> <li>● <i>Make judgments and decisions</i></li> <li>● <i>Think and work creatively with others</i></li> <li>● <i>Communicate clearly</i></li> <li>● <i>Access and evaluate information</i></li> <li>● <i>Use and manage information</i></li> <li>● <i>Adapt to change</i></li> <li>● <i>Be flexible</i></li> <li>● <i>Be self-directed learners</i></li> <li>● <i>Manage goals and time</i></li> <li>● <i>Interact effectively with others</i></li> </ul>

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