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**EDU 378**

**4/12/19**

**10 Goals for 10 Days**

**Day 1:** Focus on teamwork with peers and imagination in generating a product.

**Day 2:** Generate ideas on a product/business plan that would market to the students in the school. (Complete Business Plan)

**Day 3:** Bring in members from American Bank Center to talk about how they can manage the funding for their business.

**Day 4:** Begin to create a prototype of the product that you want to sell.

**Day 5:** Evaluate supply, demand, pricing and complete the process of creating and selling the product. (self/peer evaluation due)

**Day 6:** Market the product using technology and a poster or business card.

**Day 7:** Analyze whether or not the product has been profitable.

**Day 8:** Bring in entrepreneurs to pre-assess the students and revise the business product as needed.

**Day 9:** Present business and product to class and other entrepreneurs.

**Day 10:** Bring in a Lawyer to talk about the legal side of making this a business beyond the classroom and liquidate the Business if desired.

## Entrepreneurship KUD Statement

<b>UNIT: Create a business that fits the needs of the school or general public. How do businesses become financially successful?</b>	
<b>Know:</b>	<ul style="list-style-type: none"><li>● The impact of entrepreneurship on your local community and its economy</li><li>● The best method of communication for business scenarios</li><li>● Use research tools to identify the consumers' needs and wants</li><li>● The process of marketing to proper clientele</li></ul>
<b>Understand:</b>	<ul style="list-style-type: none"><li>● Opportunities result from other peoples' wants and perceived needs</li><li>● Business collaboration brings two companies together allowing for more resources and outreach to diverse customers</li><li>● Ethics in business decision making impacts the longevity of business, success of customer trust, and fulfillment for the business owner.</li><li>● That pricing determines profit margin and impacts the ability to compete within competitive markets.</li></ul>
<b>Do:</b>	<ul style="list-style-type: none"><li>● Identify an innovative opportunity and investigate the steps in establishing a business oriented toward that opportunity</li><li>● Invent a solution to a problem</li><li>● Identify and create a socially responsible business that aims to generate profit while addressing a societal need</li><li>● Create a product(s) for business</li></ul>

# DAY 1: Teamwork and Entrepreneurial Traits

<b>Grade:</b> 10-12		<b>Subject:</b> Entrepreneurship	
<b>Materials:</b> Computer/Projection, Board Game Materials		<b>Technology Needed:</b> Computer/Projector	
<b>Instructional Strategies:</b> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <input type="checkbox"/> <b>Peer teaching/collaboration/cooperative learning</b> <input type="checkbox"/> <b>Visuals/Graphic organizers</b> <input type="checkbox"/> <b>PBL</b> <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> <b>Modeling</b>		<b>Guided Practices and Concrete Application:</b> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> <b>Pairing/collaboration</b> <input type="checkbox"/> <b>Simulations/Scenarios</b> <input type="checkbox"/> Other (list) Explain:  <ul style="list-style-type: none"> <li>- Students are given the opportunity to collaborate to create a scenario of a board game</li> </ul>	
<b>Standard(s)</b> <b>Standard 6.1d.1.4:</b> Describe opportunities/problems that led to the development of successful entrepreneurial endeavors <b>Standard 1.1:</b> Recognize that entrepreneurs possess unique characteristics and examine the role of innovation in entrepreneurial opportunities. <b>Standard 6.1a.1.1:</b> Explain the terms entrepreneur and entrepreneurship		<b>Differentiation</b> <b>Below Proficiency:</b> -Pair with students that will encourage them to want to work hard. Ask questions that promote higher level thinking <b>Above Proficiency:</b> -Give the student leadership opportunities in terms of leading the group conversation <b>Approaching/Emerging Proficiency:</b> -Provide them with tasks that will push them to the next level of involvement such as being the spokesperson for the group etc. <b>Modalities/Learning Preferences:</b> -Interpersonal, Intrapersonal, Visual	
<b>Objective(s)</b> <ul style="list-style-type: none"> <li>- Build relationships with others in their group.</li> <li>- Use imagination in thinking like an entrepreneur</li> <li>- Determine entrepreneurial traits</li> </ul> <b>Bloom's Taxonomy Cognitive Level:</b> Knowledge, Application, Creating, Evaluating			
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> <ul style="list-style-type: none"> <li>- Students will move around for Human Knot Activity</li> <li>- Remain seated during explain portion</li> <li>- Transition to moving around the room when creating board game</li> </ul>		<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b> <ul style="list-style-type: none"> <li>- Expectations is that everyone follows the classroom rules and is productively working to help out the class as a whole</li> </ul>	
<b>Minutes</b>	<b>Procedures</b>		
<b>5</b>	<b>Set-up/Prep:</b> <ul style="list-style-type: none"> <li>- Prepare powerpoint, Prepare Board Game Material (Artifact 1)</li> </ul>		

5	<p><b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b></p> <ul style="list-style-type: none"> <li>- Human Knot Activity stressing the need for communication and teamwork.</li> </ul>
10-15	<p><b>Explain: (concepts, procedures, vocabulary, etc.)</b></p> <ul style="list-style-type: none"> <li>- Go through Presentation (Explaining Project)</li> <li>- Talk about what it means to be an Entrepreneur</li> <li>- Create your own board game activity</li> </ul>
20-25	<p><b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b></p> <ul style="list-style-type: none"> <li>- Create board game using- imagination, creativity, handiness</li> <li>- Create Product, Directions, Marketing</li> <li>- Present board game to class</li> </ul>
5	<p><b>Review (wrap up and transition to next activity):</b></p> <ul style="list-style-type: none"> <li>- Review what was needed to create the board game</li> <li>- Come up with 3 business ideas on the back of a napkin</li> </ul>
<p><b>Formative Assessment: (linked to objectives)</b>  <b>Progress monitoring throughout lesson-clarifying questions, check-in strategies, etc.</b></p> <ul style="list-style-type: none"> <li>- Presenting the Board Game to the class to make sure that they met the requirements of creating a Product, Directions, and Marketing.</li> </ul> <p><b>Consideration for Back-up Plan:</b></p> <p>-Students will research successful Entrepreneurs in the Bismarck Community and around the world.</p>	<p><b>Summative Assessment (linked back to objectives)</b>  <b>End of lesson:</b>  Checking the Business Plan Ideas to make sure that they have grasped the content</p> <p><b>If applicable- overall unit, chapter, concept, etc.:</b></p>
<p><b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b></p> <p>(Lesson Plan Revised) After leading this lesson in class for my Full Teach, I really thought that it went well! The student were very engaged and were constantly moving to keep them engaged. I did have a small mess up with the Human Knot Activity and know that the next time I do it I need to have 10 people! The students were able to build relationships with each other and apply the characteristics of an entrepreneur in creating a product with the materials at hand. I know that the students did this because of the board games that they created and then presented to the class. If I would change anything, I would've explained the directions before I separated them into groups, and I would've had the groups be at a size of 3-5 giving the groups more ideas to work off of. The last thing I would have done was given them like 5-10 more minutes on work time for the board game!</p>	

## DAY 2: Generate Business Ideas

<b>Grade:</b> 10-12		<b>Subject:</b> Entrepreneurship	
<b>Materials:</b> Examples of Products, article, questions		<b>Technology Needed:</b> Projection (Article)	
<b>Instructional Strategies:</b> <input type="checkbox"/> <b>Direct instruction</b> <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> <b>Technology integration</b> <input type="checkbox"/> Other (list)		<b>Guided Practices and Concrete Application:</b> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
<b>Standard(s)</b> <b>Standard 6.9.1.5:</b> Define long-term and short-term planning <b>Standard: 6.9.1.8:</b> Identify the information to be included in each component of a business plan <b>Standard: 6.9.1.11:</b> Develop a business plan for an entrepreneurial venture <b>Standard 6.7a.1.7:</b> Create a mission statement for an entrepreneurial venture		<b>Differentiation</b> <b>Below Proficiency:</b> - Give out a lower Lexile level reading to students that struggle with reading <b>Above Proficiency:</b> - Give out a higher Lexile level reading to students that read very well. <b>Approaching/Emerging Proficiency:</b> - Students will be pushed with the Lexile level reading and be asked to contribute with leading discussion in groups <b>Modalities/Learning Preferences:</b> - Interpersonal, Intrapersonal, Visual	
<b>Objective(s)</b> - Understand what a good business plan looks like - Know what makes a strong mission statement - Understand how products fit in a market <b>Bloom's Taxonomy Cognitive Level:</b> Knowledge, Application, Evaluating			
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> - Students will be asked to sit with their groups/co-workers		<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b> - Everyone will follow the classroom rules and is productively working to help out the class as a whole	
<b>Minutes</b>	<b>Procedures</b>		
<b>5-10</b>	<b>Set-up/Prep:</b> - Prepare article on a product that fits in its market		
<b>10</b>	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b> - Students will be given 8-10 minutes to create the tallest structure they can with toothpick and marshmallows. (TEAM BUILDING)		
<b>10</b>	<b>Explain: (concepts, procedures, vocabulary, etc.)</b>		

	<ul style="list-style-type: none"> <li>- Hand back the ideas on Napkin to group along with a question that I posed to allow them to think deeper about each product</li> <li>- Give students the article “Too busy to mow your lawn? Schedule a robot with a phone app” and have them read through the article using a reading strategy (Summarize and Share)</li> <li>- Allow the students to discuss the product ideas that they came up with</li> </ul>
<b>20-30</b>	<p><b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b></p> <ul style="list-style-type: none"> <li>- Have students go through article summarize and share who this product markets too and how they do it</li> <li>- Give students 5 questions to discuss on marketing/products <ol style="list-style-type: none"> <li>1. Who are you marketing your product too?</li> <li>2. Is there already a similar product out there?</li> <li>3. Will you be able to create this product?</li> <li>4. Are there any adaptations you can make to make this product more marketable?</li> <li>5. How can you make this product successful?</li> </ol> </li> </ul>
<b>5</b>	<p><b>Review (wrap up and transition to next activity):</b></p> <ul style="list-style-type: none"> <li>- Before the students leave, narrow the products that they are deciding between to 2</li> <li>- Introduce what the KWLR chart means and how they should fill it out</li> </ul>
<p><b>Formative Assessment: (linked to objectives)</b>  <b>Progress monitoring throughout lesson-clarifying questions, check-in strategies, etc.</b></p> <ul style="list-style-type: none"> <li>- My hope is that these questions can start to clarify and narrow down the products that are feasible and products that aren’t</li> </ul> <p><b>Consideration for Back-up Plan:</b></p> <ul style="list-style-type: none"> <li>- Create an assessment that would ask students in the school what type of product they would buy</li> </ul>	<p><b>Summative Assessment (linked back to objectives)</b>  <b>End of lesson:</b></p> <ul style="list-style-type: none"> <li>- Introduce the KWLR(Artifact 2) chart to the students and explain how they will be filling it out</li> </ul> <p><b>If applicable- overall unit, chapter, concept, etc.:</b></p>
<p><b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b></p>	

## DAY 3: Funding Your Business

<b>Grade:</b> 10-12	<b>Subject:</b> Entrepreneurship				
<b>Materials:</b> Questions for Bankers	<b>Technology Needed:</b> Computers				
<p><b>Instructional Strategies:</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> <b>Direct instruction</b>  <input type="checkbox"/> Guided practice  <input type="checkbox"/> Socratic Seminar </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> <b>Peer teaching/collaboration/cooperative learning</b>  <input type="checkbox"/> Visuals/Graphic organizers  <input type="checkbox"/> <b>PBL</b>  <input type="checkbox"/> Discussion/Debate </td> </tr> </table>	<input type="checkbox"/> <b>Direct instruction</b> <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar	<input type="checkbox"/> <b>Peer teaching/collaboration/cooperative learning</b> <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> <b>PBL</b> <input type="checkbox"/> Discussion/Debate	<p><b>Guided Practices and Concrete Application:</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> <b>Large group activity</b>  <input type="checkbox"/> Independent activity  <input type="checkbox"/> Pairing/collaboration  <input type="checkbox"/> <b>Simulations/Scenarios</b>  <input type="checkbox"/> Other (list)            Explain: </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> <b>Hands-on</b>  <input type="checkbox"/> Technology integration  <input type="checkbox"/> Imitation/Repeat/Mimic </td> </tr> </table>	<input type="checkbox"/> <b>Large group activity</b> <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> <b>Simulations/Scenarios</b> <input type="checkbox"/> Other (list) Explain:	<input type="checkbox"/> <b>Hands-on</b> <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic
<input type="checkbox"/> <b>Direct instruction</b> <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar	<input type="checkbox"/> <b>Peer teaching/collaboration/cooperative learning</b> <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> <b>PBL</b> <input type="checkbox"/> Discussion/Debate				
<input type="checkbox"/> <b>Large group activity</b> <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> <b>Simulations/Scenarios</b> <input type="checkbox"/> Other (list) Explain:	<input type="checkbox"/> <b>Hands-on</b> <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic				

<input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list)	Bankers from a local bank will come in and start a bank account for the business
<b>Standard(s)</b> <b>Standard: 6.5a.1.2:</b> Identify the resources needed to produce a specific product <b>Standard: 6.5a.1.3:</b> Determine the costs of resources to produce a specific product <b>Standard: 6.5a.1.4:</b> Determine the resources needed to start a business venture (e.g. materials and labor) <b>Standard: 6.5a.1.7:</b> Project the total cash needed to start a business (e.g. start-up costs, ongoing operational expenses, and cash reserves) <b>Standard: 6.5b.1.5:</b> Identify the major options of funding for a business <b>Standard 6.5b.1.8:</b> Discuss potential sources of funding (e.g., mortgage, short-term loan, long-term loan, angel network, investors, and credit line)	<b>Differentiation</b> <b>Below Proficiency:</b> - Students will be asked to ask questions to clarify understanding <b>Above Proficiency:</b> - Students will be looked upon to help the group understand what is being talked about <b>Approaching/Emerging Proficiency:</b> - Students will ask questions and help lead the group down the right path <b>Modalities/Learning Preferences:</b> - Interpersonal, Intrapersonal, Visual, Verbal
<b>Objective(s)</b> - Know terms such as investing/budgeting and how it relates to a financial plan - Understand what the difference between a savings and a checking account - Know the risk of a business without a bank account <b>Bloom’s Taxonomy Cognitive Level:</b> Knowledge, Application, Evaluating, Creating	
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> - Students will be asked to sit with their groups/co-workers	<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b> - Students should have questions prepared for the bankers (raise hands) and be taking notes on the importance of a bank being paired with a business.
<b>Minutes</b>	<b>Procedures</b>
<b>10</b>	<b>Set-up/Prep:</b> - Communicate with banks to see what representatives could come, make sure we have the materials needed to start the bank account.
<b>5-10</b>	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b> - Introduce the presenters for the day by building the presenters up in a way that the students become very interested in them!
<b>10</b>	<b>Explain: (concepts, procedures, vocabulary, etc.)</b> - Allow the bankers to talk to the students about their personal life/profession and how important savings and checking accounts can be.

<b>20</b>	<b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b> <ul style="list-style-type: none"> <li>- Take the time to open up a saving and or checking account</li> <li>- Work through a spending plan and have the bankers review this spending plan</li> </ul>
<b>5</b>	<b>Review (wrap up and transition to next activity):</b> <ul style="list-style-type: none"> <li>- Thank the bankers for coming in and have the students fill out their KWLR chart</li> </ul>
<b>Formative Assessment: (linked to objectives)</b> <b>Progress monitoring throughout lesson-clarifying questions, check-in strategies, etc.</b> <ul style="list-style-type: none"> <li>- The questions that the students ask the bankers will help to clarify their understanding</li> </ul> <b>Consideration for Back-up Plan:</b> <ul style="list-style-type: none"> <li>- Research spending and saving plans for small businesses and build a plan for your business</li> </ul>	<b>Summative Assessment (linked back to objectives)</b> <b>End of lesson:</b> <ul style="list-style-type: none"> <li>- The KWLR chart will work to make sure that the students are working towards understanding on how to fund their business</li> </ul> <b>If applicable- overall unit, chapter, concept, etc.:</b>
<b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b>	

## **DAY 4: Create Your Product**

<b>Grade:</b> 10-12	<b>Subject:</b> Entrepreneurship
<b>Materials:</b> (Research Materials)	<b>Technology Needed:</b> Computer
<b>Instructional Strategies:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Direct instruction</li> <li><input type="checkbox"/> Guided practice</li> <li><input type="checkbox"/> Socratic Seminar</li> <li><input type="checkbox"/> Learning Centers</li> <li><input type="checkbox"/> Lecture</li> <li><input type="checkbox"/> <b>Technology integration</b></li> <li><input type="checkbox"/> Other (list)</li> </ul> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Peer teaching/collaboration/cooperative learning</b></li> <li><input type="checkbox"/> Visuals/Graphic organizers</li> <li><input type="checkbox"/> <b>PBL</b></li> <li><input type="checkbox"/> Discussion/Debate</li> <li><input type="checkbox"/> Modeling</li> </ul>	<b>Guided Practices and Concrete Application:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Large group activity</li> <li><input type="checkbox"/> <b>Independent activity</b></li> <li><input type="checkbox"/> <b>Pairing/collaboration</b></li> <li><input type="checkbox"/> <b>Simulations/Scenarios</b></li> <li><input type="checkbox"/> Other (list)</li> </ul> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Hands-on</b></li> <li><input type="checkbox"/> Technology integration</li> <li><input type="checkbox"/> Imitation/Repeat/Mimic</li> </ul> <p>Explain:</p> <ul style="list-style-type: none"> <li>- Students will be engaged in creating their product within their group</li> </ul>
<b>Standard(s)</b> <b>Standard 1.1:</b> Recognize that entrepreneurs possess unique characteristics and examine the role of innovation in entrepreneurial opportunities. <b>Standard 6.1d.1.4:</b> Describe opportunities/problems that led to the development of successful entrepreneurial endeavors	<b>Differentiation</b> <b>Below Proficiency:</b> <ul style="list-style-type: none"> <li>- Give students the opportunity to learn how to build the product or generate different ways they can build their product, I would provide sources for the students to use</li> </ul> <b>Above Proficiency:</b> <ul style="list-style-type: none"> <li>- Guide students in directing them in how to build their product, provide the group with sources</li> </ul> <b>Approaching/Emerging Proficiency:</b>
<b>Objective(s)</b>	



<ul style="list-style-type: none"> <li>- Understand achievable goals for making a product</li> <li>- Determine how innovation exist in businesses</li> </ul> <p><b>Bloom’s Taxonomy Cognitive Level:</b> Application, Creating, Evaluating</p>	<ul style="list-style-type: none"> <li>- Engage in building connections that will help the group build their product</li> </ul> <p><b>Modalities/Learning Preferences:</b></p> <ul style="list-style-type: none"> <li>- Kinesthetic, Intrapersonal, Visual</li> </ul>
<p><b>Classroom Management- (grouping(s), movement/transitions, etc.)</b></p> <ul style="list-style-type: none"> <li>- Students would be grouped based on their business and would have the freedom to move throughout the room</li> </ul>	<p><b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b></p> <ul style="list-style-type: none"> <li>- I would expect that the students would be using technology in a respectful way that promotes the research needed for their business</li> </ul>
<b>Minutes</b>	<b>Procedures</b>
<b>5</b>	<p><b>Set-up/Prep:</b></p> <ul style="list-style-type: none"> <li>- Prepare opening activity such as “Purpose Mingle” where students state their purpose in class and how they hope they can help out the team</li> </ul>
<b>5</b>	<p><b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b></p> <ul style="list-style-type: none"> <li>- Engage in the purpose mingle</li> <li>- Generate questions about the materials they might need to find to start creating their product</li> </ul>
<b>10</b>	<p><b>Explain: (concepts, procedures, vocabulary, etc.)</b></p> <ul style="list-style-type: none"> <li>- The goal for this class is to allow the students to have work time to prepare the materials that they will need in order to start to build their product</li> </ul>
<b>30</b>	<p><b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b></p> <ul style="list-style-type: none"> <li>- Answer questions and give the students support in trying to find resources that they can use</li> <li>- Students will be given the time to build their product and make connections that will help them to get their product</li> </ul>
<b>5</b>	<p><b>Review (wrap up and transition to next activity):</b></p> <ul style="list-style-type: none"> <li>- Discuss what is needed for them to do outside of class and prepare for next class, Fill out KWLR chart</li> </ul>
<p><b>Formative Assessment: (linked to objectives)</b> <b>Progress monitoring throughout lesson-clarifying questions, check-in strategies, etc.</b></p> <ul style="list-style-type: none"> <li>- Ask the students questions such as what materials you are going to be using?</li> <li>- What connections do you need to make in order to start creating this product?</li> </ul> <p><b>Consideration for Back-up Plan:</b></p> <ul style="list-style-type: none"> <li>- If needed we can use the time to research what goes into making various products that students are interested in like a game, or T-shirt, etc.</li> </ul>	<p><b>Summative Assessment (linked back to objectives)</b> <b>End of lesson:</b></p> <ul style="list-style-type: none"> <li>- Students will clarify their understanding and where they are at with the content in the KWLR chart</li> </ul> <p><b>If applicable- overall unit, chapter, concept, etc.:</b></p>
<p><b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b></p>	

## DAY 5: Pricing the Product

<b>Grade:</b> 10-12		<b>Subject:</b> Entrepreneurship	
<b>Materials:</b> Product Plan for Pricing		<b>Technology Needed:</b> Computers	
<b>Instructional Strategies:</b> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> <b>Technology integration</b> <input type="checkbox"/> Other (list) <input type="checkbox"/> <b>Peer teaching/collaboration/cooperative learning</b> <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> <b>PBL</b> <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling		<b>Guided Practices and Concrete Application:</b> <input type="checkbox"/> <b>Large group activity</b> <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) <b>Explain:</b> - Students will have the opportunity to research pricing of similar products <input type="checkbox"/> <b>Hands-on</b> <input type="checkbox"/> <b>Technology integration</b> <input type="checkbox"/> Imitation/Repeat/Mimic	
<b>Standard(s)</b> <b>Standard 6.3a.1.6:</b> Explain how supply and demand markets interact to determine price <b>Standard 6.3b.1.1:</b> Define what is meant by the cost of a good or service <b>Standard 6.3b.1.2:</b> Define what is meant by the price of a good or service		<b>Differentiation</b> <b>Below Proficiency:</b> - Give students examples of products that they can evaluate the price of <b>Above Proficiency:</b> - Have them research what the supply and demand have to do with the market price <b>Approaching/Emerging Proficiency:</b> - Allow students to research various products that are similar to the product/business they are aiming to start <b>Modalities/Learning Preferences:</b> Visual, Interpersonal, Intrapersonal	
<b>Objective(s)</b> - Students can determine a reasonable price on a product - Students can ensure that price must be higher than cost - Students know the relationship between supply and demand <b>Bloom's Taxonomy Cognitive Level:</b> Application, Evaluating			
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> - Students will be grouped with their Business group and can work in different areas of the classroom using computers to do research		<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b> - Students will be expected to work together in their business/group and abide by using technology in a respectful way that inhibits learning	
<b>Minutes</b>	<b>Procedures</b>		
5	<b>Set-up/Prep:</b> - Prepare companies/products that students can research if they are stuck		
5-10	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b> - Bring in 5-10 product and have students guess the price that each product is sold at to generate interest on pricing products		
5	<b>Explain: (concepts, procedures, vocabulary, etc.)</b> - The students will receive directions on researching pricing/cost of goods.		

<b>30</b>	<b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b> <ul style="list-style-type: none"> <li>- Students will take the time to evaluate proper prices for products and generate a price for their product</li> </ul>
<b>10</b>	<b>Review (wrap up and transition to next activity):</b> <ul style="list-style-type: none"> <li>- Students will submit their price for their product and begin selling if their product is complete</li> <li>- Being that this is halfway through the unit the students will be asked to fill out their peer review assessment (Artifact 3)</li> </ul>
<b>Formative Assessment: (linked to objectives)</b> <b>Progress monitoring throughout lesson-clarifying questions, check-in strategies, etc.</b> <ul style="list-style-type: none"> <li>- Ask them continuous questions like does the demand for this product match the price of the product?</li> </ul> <b>Consideration for Back-up Plan:</b> <ul style="list-style-type: none"> <li>- Research supply and demand charts and create a demand survey for their product</li> </ul>	<b>Summative Assessment (linked back to objectives)</b> <b>End of lesson:</b> <ul style="list-style-type: none"> <li>- Students will be given their Peer Review Assessment (Artifact 3) to allow me to see where students are at and how I can help them succeed</li> </ul> <b>If applicable- overall unit, chapter, concept, etc.:</b>
<b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b>	

## **DAY 6: Market the Product**

<b>Grade:</b> 10-12	<b>Subject:</b> Entrepreneurship
<b>Materials:</b> Markers, Posters	<b>Technology Needed:</b> Computers, Printers
<b>Instructional Strategies:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Direct instruction</li> <li><input type="checkbox"/> Guided practice</li> <li><input type="checkbox"/> Socratic Seminar</li> <li><input type="checkbox"/> Learning Centers</li> <li><input type="checkbox"/> Lecture</li> <li><input type="checkbox"/> <b>Technology integration</b></li> <li><input type="checkbox"/> Other (list)</li> </ul>	<b>Guided Practices and Concrete Application:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Large group activity</li> <li><input type="checkbox"/> Independent activity</li> <li><input type="checkbox"/> <b>Pairing/collaboration</b></li> <li><input type="checkbox"/> Simulations/Scenarios</li> <li><input type="checkbox"/> Other (list)</li> </ul> <b>Explain:</b> <ul style="list-style-type: none"> <li>- Businesses will create a marketing strategy such as poster, flyer, or website</li> </ul>
<b>Standard(s)</b> <ul style="list-style-type: none"> <li>- <b>Standard 6.7b.1.12:</b> Create an organizational structure for an entrepreneurial venture</li> </ul>	<b>Differentiation</b> <b>Below Proficiency:</b> <ul style="list-style-type: none"> <li>- Give students Ideas on key words to use when marketing</li> </ul>

<ul style="list-style-type: none"> <li>- <b>Standard 6.7d.1.5:</b> Identify different technologies used to operate and manage a business</li> </ul>	<p><b>Above Proficiency:</b></p> <ul style="list-style-type: none"> <li>- Allow students to incorporate needed design into marketing</li> </ul> <p><b>Approaching/Emerging Proficiency:</b></p> <ul style="list-style-type: none"> <li>- Students will be given the opportunity to market their product in a couple different ways to promote growth</li> </ul> <p><b>Modalities/Learning Preferences:</b> Visual, Interpersonal, Kinesthetic, Intrapersonal</p>
<p><b>Objective(s)</b></p> <ul style="list-style-type: none"> <li>- Students will understand different ways to market products</li> <li>- Students will be able to tell the importance of technology in modern businesses</li> </ul> <p><b>Bloom’s Taxonomy Cognitive Level:</b> Application, Evaluating, Creating</p>	<p><b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b></p> <ul style="list-style-type: none"> <li>- Students will be asked to follow the rules/expectations when it comes to using technology for classroom purposes</li> </ul>
<p><b>Classroom Management- (grouping(s), movement/transitions, etc.)</b></p> <ul style="list-style-type: none"> <li>- Students will be grouped up in their businesses and given the opportunity to move throughout the classroom</li> </ul>	
<b>Minutes</b>	<b>Procedures</b>
<b>5</b>	<p><b>Set-up/Prep:</b></p> <ul style="list-style-type: none"> <li>- Prepare website builder sites, site examples</li> </ul>
<b>10</b>	<p><b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b></p> <ul style="list-style-type: none"> <li>- Use the telephone game as an example of how to pass along information</li> <li>- Share examples of some of the ways that groups have marketed their products in the past or famous websites that have been built from the website builder</li> </ul>
<b>5</b>	<p><b>Explain: (concepts, procedures, vocabulary, etc.)</b></p> <ul style="list-style-type: none"> <li>- Give students the opportunity to create a poster or website to market, or both!</li> <li>- Website builders they can use are “Weebly”, “Wix”, “Square Space”</li> </ul>
<b>30</b>	<p><b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b></p> <ul style="list-style-type: none"> <li>- Students are given the opportunity to create a marketing artifact to try and promote their sales</li> </ul>
<b>5</b>	<p><b>Review (wrap up and transition to next activity):</b></p> <ul style="list-style-type: none"> <li>- Go over the way in which they are choosing to market, what they might have to do outside of class to work on business and fill out KWLR chart</li> </ul>
<p><b>Formative Assessment: (linked to objectives)</b> <b>Progress monitoring throughout lesson-clarifying questions, check-in strategies, etc.</b></p> <ul style="list-style-type: none"> <li>- Check-in with students to make sure that students are designing good marketing artifacts</li> </ul> <p><b>Consideration for Back-up Plan:</b></p> <ul style="list-style-type: none"> <li>- Research different products websites to see how the have been successful</li> </ul>	<p><b>Summative Assessment (linked back to objectives)</b> <b>End of lesson:</b></p> <ul style="list-style-type: none"> <li>- The KWLR chart will help me to ensure I know what the students learned and what they need to learn in the future</li> </ul> <p><b>If applicable- overall unit, chapter, concept, etc.:</b></p>
<p><b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b></p>	

## DAY 7: Analyze Profitability

<b>Grade:</b> 10-12		<b>Subject:</b> Entrepreneurship	
<b>Materials:</b> Sales/Cost report		<b>Technology Needed:</b> Technology	
<b>Instructional Strategies:</b> <input type="checkbox"/> Direct instruction <input type="checkbox"/> <b>Guided practice</b> <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> <b>PBL</b> <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling		<b>Guided Practices and Concrete Application:</b> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> <b>Pairing/collaboration</b> <input type="checkbox"/> <b>Simulations/Scenarios</b> <input type="checkbox"/> Other (list) <b>Hands-on</b> <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic  <b>Explain:</b> - Students will continue to work on project but detect their profitability this class	
<b>Standard(s)</b> <b>Standard: 6.6b.1.1:</b> Identify and complete basic records for a business (e.g., cash sales receipts, credit card receipts, and checkbook entries) <b>Standard: 6.6b.1.6:</b> Use sales and budget forecasts in business planning		<b>Differentiation</b> <b>Below Proficiency:</b> - Give students an example of what a complete financial analysis might look like <b>Above Proficiency:</b> - Allow students to find their sales and expenses to compute their profitability <b>Approaching/Emerging Proficiency:</b> - Give students a template of how they can assess their profitability <b>Modalities/Learning Preferences:</b> Visual, Interpersonal, Intrapersonal	
<b>Objective(s)</b> - Students will understand how businesses make profit - Students can understand what it looks like to report sales information <b>Bloom's Taxonomy Cognitive Level:</b> Application, Evaluating			
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> - Students will be working with their businesses to analyze financial reports		<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b> - Students will be asked to follow the rules/expectations when it comes to using technology for classroom purposes	
<b>Minutes</b>	<b>Procedures</b>		
<b>5</b>	<b>Set-up/Prep:</b> - Prepare students with an example and have the computers ready and accessible		
<b>5</b>	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b> - Show the students the most successful business that has been started in high school		
<b>10</b>	<b>Explain: (concepts, procedures, vocabulary, etc.)</b> - Using the sales report that they have kept throughout the semester evaluate the total number of sales – cost of product		
<b>30</b>	<b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b> - Students will be given time to continue working on product as well as come up with what the businesses current profitability is at.		
<b>10</b>	<b>Review (wrap up and transition to next activity):</b>		

	<ul style="list-style-type: none"> <li>- Students will have an exit slip that focuses on how the students can further improve the business to increase profitability</li> <li>- Have students fill out KWLR chart</li> </ul>
<p><b>Formative Assessment: (linked to objectives)</b>  <b>Progress monitoring throughout lesson-clarifying questions, check-in strategies, etc.</b></p> <ul style="list-style-type: none"> <li>- I will be making sure that students understand how to compute profitability by asking them to clarify questions such as how many sales you had, etc.</li> </ul> <p><b>Consideration for Back-up Plan:</b></p> <ul style="list-style-type: none"> <li>- Continue to work on a way to market the product</li> </ul>	<p><b>Summative Assessment (linked back to objectives)</b>  <b>End of lesson:</b></p> <ul style="list-style-type: none"> <li>- The exit slip will help to determine whether or not the students can grasp how they can improve their sales</li> <li>- The KWLR chart will help to assess what the students learned and what they still need to learn</li> </ul> <p><b>If applicable- overall unit, chapter, concept, etc.:</b></p>
<p><b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b></p>	

## DAY 8: Pre-Assess Business

<b>Grade:</b> 10-12	<b>Subject:</b> Entrepreneurship				
<b>Materials:</b> Rubric for Business Presentation	<b>Technology Needed:</b> Computers, Projectors				
<p><b>Instructional Strategies:</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Direct instruction  <input type="checkbox"/> Guided practice  <input type="checkbox"/> Socratic Seminar  <input type="checkbox"/> Learning Centers  <input type="checkbox"/> Lecture  <input type="checkbox"/> <b>Technology integration</b>  <input type="checkbox"/> Other (list) </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> <b>Peer teaching/collaboration/cooperative learning</b>  <input type="checkbox"/> Visuals/Graphic organizers  <input type="checkbox"/> <b>PBL</b>  <input type="checkbox"/> Discussion/Debate  <input type="checkbox"/> <b>Modeling</b> </td> </tr> </table>	<input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> <b>Technology integration</b> <input type="checkbox"/> Other (list)	<input type="checkbox"/> <b>Peer teaching/collaboration/cooperative learning</b> <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> <b>PBL</b> <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> <b>Modeling</b>	<p><b>Guided Practices and Concrete Application:</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> <b>Large group activity</b>  <input type="checkbox"/> Independent activity  <input type="checkbox"/> <b>Pairing/collaboration</b>  <input type="checkbox"/> Simulations/Scenarios  <input type="checkbox"/> Other (list) </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Hands-on  <input type="checkbox"/> Technology integration  <input type="checkbox"/> Imitation/Repeat/Mimic </td> </tr> </table> <p>Explain:</p> <ul style="list-style-type: none"> <li>- Students will be developing a presentation for their business</li> </ul>	<input type="checkbox"/> <b>Large group activity</b> <input type="checkbox"/> Independent activity <input type="checkbox"/> <b>Pairing/collaboration</b> <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list)	<input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic
<input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> <b>Technology integration</b> <input type="checkbox"/> Other (list)	<input type="checkbox"/> <b>Peer teaching/collaboration/cooperative learning</b> <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> <b>PBL</b> <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> <b>Modeling</b>				
<input type="checkbox"/> <b>Large group activity</b> <input type="checkbox"/> Independent activity <input type="checkbox"/> <b>Pairing/collaboration</b> <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list)	<input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic				
<p><b>Standard(s)</b>  <b>Standard 4.4a.1.4:</b> Select language appropriate to the context  <b>Standard 4.4b.1.13:</b> Use multiple technology tools to deliver presentations  <b>Standard 4.4b.1.21:</b> Use proper techniques to deliver professional business presentations</p>	<p><b>Differentiation</b></p> <p><b>Below Proficiency:</b></p> <ul style="list-style-type: none"> <li>- Students will receive feedback that aims at building the students up with the things they were very good at</li> </ul> <p><b>Above Proficiency:</b></p> <ul style="list-style-type: none"> <li>- Student will be given feedback that pushes them to create more in-depth data for their business</li> </ul> <p><b>Approaching/Emerging Proficiency:</b></p> <ul style="list-style-type: none"> <li>- Students will be assessed on their ability to present and given feedback on how they can improve their presentation</li> </ul>				
<p><b>Objective(s)</b></p> <ul style="list-style-type: none"> <li>- Students will understand proper techniques of presenting business</li> <li>- Students will receive constructive criticism on how they can improve their product</li> </ul>					

<b>Bloom's Taxonomy Cognitive Level:</b> Application, Evaluating, Creativity		<b>Modalities/Learning Preferences:</b> Visual, Auditory, Intrapersonal,	
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> - Students will be given the opportunity to build their presentation with their group		<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b> - Students are expected to show respect to the people that are presenting during the class period	
<b>Minutes</b>	<b>Procedures</b>		
<b>5-10</b>	<b>Set-up/Prep:</b> - Prepare entrepreneurs to come into the class, computers, projection, rubric		
<b>5-10</b>	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b> - Give the students an example of what my product that I have been working on and what the presentation should look like		
<b>5</b>	<b>Explain: (concepts, procedures, vocabulary, etc.)</b> - The students will be building their presentations as entrepreneurs are rotating every 8-10 minutes to help them build their presentation		
<b>30</b>	<b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b> - The students will build their presentations with the help of the entrepreneurs in the classroom - The entrepreneurs will have the rubric (Artifact 4) to help guide the students in the right direction		
<b>10</b>	<b>Review (wrap up and transition to next activity):</b> - Allow the students to ask questions about the presentation - Students will have the opportunity to fill out their KWLR chart		
<b>Formative Assessment: (linked to objectives)</b> <b>Progress monitoring throughout lesson-clarifying questions, check-in strategies, etc.</b> - The entrepreneurs along with me will be assessing the students and their understanding in creating a presentation to present their business <b>Consideration for Back-up Plan:</b> - The groups will have the opportunity to refine their products and come up with ways that they can promote sales for their product		<b>Summative Assessment (linked back to objectives)</b> <b>End of lesson:</b> - The assessment for this section in particular will be the presentation rubric (Artifact 4) <b>If applicable- overall unit, chapter, concept, etc.:</b>	
<b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b>			

## DAY 9: Present Business/Product

<b>Grade:</b> 10-12		<b>Subject:</b> Entrepreneurship	
<b>Materials:</b> Rubric for Business Presentation		<b>Technology Needed:</b> Computer, Projector	
<b>Instructional Strategies:</b> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> <b>Technology integration</b> <input type="checkbox"/> Other (list)		<b>Guided Practices and Concrete Application:</b> <input type="checkbox"/> <b>Large group activity</b> <input type="checkbox"/> Independent activity <input type="checkbox"/> <b>Pairing/collaboration</b> <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) <b>Explain:</b> <ul style="list-style-type: none"> <li>- Students will have the opportunity to present their business to the class</li> </ul>	
<b>Standard(s)</b> <b>Standard 4.4a.1.4:</b> Select language appropriate to the context <b>Standard 4.4b.1.13:</b> Use multiple technology tools to deliver presentations <b>Standard 4.4b.1.21:</b> Use proper techniques to deliver professional business presentations		<b>Differentiation</b> <b>Below Proficiency:</b> <ul style="list-style-type: none"> <li>- Students will be looked to help present data that they particularly did a lot of work on, so they are familiar with it</li> </ul> <b>Above Proficiency:</b> <ul style="list-style-type: none"> <li>- Students will present with a great understanding of the content and be looked at to answer questions about the product</li> </ul> <b>Approaching/Emerging Proficiency:</b> <ul style="list-style-type: none"> <li>- Students will be assessed on their ability to present and given feedback on how they can improve their presentation</li> </ul> <b>Modalities/Learning Preferences:</b> Visual, Auditory, Intrapersonal	
<b>Objective(s)</b> <ul style="list-style-type: none"> <li>- Students will understand proper techniques of presenting business</li> <li>- Students will receive constructive criticism on how they can improve their product</li> </ul> <b>Bloom's Taxonomy Cognitive Level:</b> <b>Application, Evaluating, Creativity</b>			
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> <ul style="list-style-type: none"> <li>- Students will be given the opportunity to present their company/product to the group</li> </ul>		<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b> <ul style="list-style-type: none"> <li>- Students are expected to show respect to the people that are presenting during the class period</li> </ul>	
<b>Minutes</b>	<b>Procedures</b>		
<b>5</b>	<b>Set-up/Prep:</b> <ul style="list-style-type: none"> <li>- Prepare Entrepreneurs with Presentation Rubric, Computer/projector</li> </ul>		
<b>5</b>	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b> <ul style="list-style-type: none"> <li>- Welcome entrepreneurs, let them tell the students something about them</li> </ul>		
<b>5</b>	<b>Explain: (concepts, procedures, vocabulary, etc.)</b> <ul style="list-style-type: none"> <li>- Discuss format of present then answer questions</li> <li>- Discuss order of groups</li> </ul>		



<b>35</b>	<b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b> <ul style="list-style-type: none"> <li>- Groups are given the opportunity to present their business to the class from their presentation and be given feedback on by the entrepreneurs</li> </ul>
<b>5</b>	<b>Review (wrap up and transition to next activity):</b> <ul style="list-style-type: none"> <li>- Exit Slip: Write down your favorite business that isn't yours and why is it your favorite?</li> </ul>
<b>Formative Assessment: (linked to objectives)</b> <b>Progress monitoring throughout lesson-clarifying questions, check-in strategies, etc.</b> <ul style="list-style-type: none"> <li>- The exit slip will work as a way to make sure that students paid attention to the groups that were presenting in class</li> </ul> <b>Consideration for Back-up Plan:</b> <ul style="list-style-type: none"> <li>- The students will present their presentations at a later date and can be given the opportunity to further develop their presentations</li> </ul>	<b>Summative Assessment (linked back to objectives)</b> <b>End of lesson:</b> <ul style="list-style-type: none"> <li>- The Presentation Rubric (Artifact 4) will work as a way to gauge how the students did at engaging in the content that we are sifting through</li> </ul> <b>If applicable- overall unit, chapter, concept, etc.:</b>
<b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b>	

## **DAY 10: Future Business Actions**

<b>Grade:</b> 10-12	<b>Subject:</b> Entrepreneurship
<b>Materials:</b> Paper, Pencil	<b>Technology Needed:</b> Computer
<b>Instructional Strategies:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Direct instruction</b></li> <li><input type="checkbox"/> <b>Guided practice</b></li> <li><input type="checkbox"/> Socratic Seminar</li> <li><input type="checkbox"/> Learning Centers</li> <li><input type="checkbox"/> Lecture</li> <li><input type="checkbox"/> Technology integration</li> <li><input type="checkbox"/> Other (list)</li> <li><input type="checkbox"/> <b>Peer teaching/collaboration/cooperative learning</b></li> <li><input type="checkbox"/> Visuals/Graphic organizers</li> <li><input type="checkbox"/> <b>PBL</b></li> <li><input type="checkbox"/> Discussion/Debate</li> <li><input type="checkbox"/> Modeling</li> </ul>	<b>Guided Practices and Concrete Application:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Large group activity</b></li> <li><input type="checkbox"/> Independent activity</li> <li><input type="checkbox"/> Pairing/collaboration</li> <li><input type="checkbox"/> <b>Simulations/Scenarios</b></li> <li><input type="checkbox"/> Other (list)</li> </ul> <b>Explain:</b> <ul style="list-style-type: none"> <li>- A lawyer will come in to discuss the legal side of what to do with the business now</li> </ul>
<b>Standard(s)</b> <b>Standard 6.8b.1.3:</b> Explain reasons for government regulation of businesses <b>Standard 6.8b.1.4:</b> Identify and evaluate the various ways in which government affects specific businesses <b>Standard 6.8b.1.6:</b> Assess the need for legal assistance	<b>Differentiation</b> <b>Below Proficiency:</b> <ul style="list-style-type: none"> <li>- Prepare some questions that the students could ask the lawyer</li> </ul> <b>Above Proficiency:</b> <ul style="list-style-type: none"> <li>- Ask the students to have 3 questions asked or wrote down</li> </ul> <b>Approaching/Emerging Proficiency:</b>

<b>Standard 6.8b.1.9:</b> Identify licenses that a small business must obtain	<ul style="list-style-type: none"> <li>- Ask the students to have 1-2 questions asked or wrote down</li> </ul>
<b>Objective(s)</b> <ul style="list-style-type: none"> <li>- Students will understand the importance of a license for a business</li> <li>- Students will understand why government intervention in businesses are needed</li> <li>- Students will know what further action they can take for their business</li> </ul> <b>Bloom’s Taxonomy Cognitive Level:</b> Application, Evaluating	<b>Modalities/Learning Preferences:</b> Auditory, Interpersonal, Intrapersonal
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> <ul style="list-style-type: none"> <li>- Students will sit with their businesses so they can decide what further actions they want to take with their business</li> </ul>	<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b> <ul style="list-style-type: none"> <li>- Students will be expected to engage with the Lawyer that will come and present opportunities for their businesses going forward</li> </ul>
<b>Minutes</b>	<b>Procedures</b>
<b>5</b>	<b>Set-up/Prep:</b> <ul style="list-style-type: none"> <li>- Prepare Lawyer, and extra questions that students can ask the Lawyer</li> </ul>
<b>5</b>	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b> <ul style="list-style-type: none"> <li>- A bell ringer will be placed on the board asking students what they think a lawyer might have to do with a business?</li> </ul>
<b>10</b>	<b>Explain: (concepts, procedures, vocabulary, etc.)</b> <ul style="list-style-type: none"> <li>- The lawyer will be introduced to the class and will give an overview of what they’ll be going over</li> <li>- Students will be asked to make a decision on what they want to do with their business at the end of class</li> </ul>
<b>25</b>	<b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b> <ul style="list-style-type: none"> <li>- The lawyer will explain the different licenses that you can receive for your small business as well as what it would mean to liquidate your business</li> </ul>
<b>10</b>	<b>Review (wrap up and transition to next activity):</b> <ul style="list-style-type: none"> <li>- Exit Slip: What do you want to do with your business in the future</li> <li>- The KWLR chart will be filled out and turned in for the last time</li> </ul>
<b>Formative Assessment: (linked to objectives)</b> <b>Progress monitoring throughout lesson-clarifying questions, check-in strategies, etc.</b> <ul style="list-style-type: none"> <li>- I will be able to assess the students by the questions they are asking along with their decision making on what they want to do with their business</li> </ul> <b>Consideration for Back-up Plan:</b> <ul style="list-style-type: none"> <li>- Have students research how the government can interfere and either help or hurt your business</li> </ul>	<b>Summative Assessment (linked back to objectives)</b> <b>End of lesson:</b> <ul style="list-style-type: none"> <li>- The exit slip will ensure me with knowing that the students grasped their information</li> <li>- The KWLR will ensure me that the students learned something and want to keep building their knowledge</li> </ul> <b>If applicable- overall unit, chapter, concept, etc.:</b>
<b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b>	



Artifact 2

# K-W-L-R Chart

Directions: Assess what you know about a particular topic before and after you have engaged with it. Fill the the columns below with what you Know about the topic, what you Want to know, and what you've Learned.

	What do you <b>KNOW</b> about topic?	What do you <b>WANT</b> to know?	What did you <b>LEARN</b> ?	What do you still need to <b>RESEARCH</b> ?
Day 1				
Day 2				
Day 3				
Day 4				
Day 5				



## Artifact 4

### Building A Business Presentation

Category	Scoring Criteria	Total Points	Score
<b>Organization (15 points)</b>	The type of presentation is appropriate for the topic and audience.	5	
	Information is presented in a logical sequence.	5	
	Presentation appropriately cites requisite number of references.	5	
<b>Product/Content (45 points)</b>	Introduction is attention-getting, lays out the problem well, and establishes a framework for the rest of the presentation.	5	
	Technical terms are well-defined in language appropriate for the target audience.	5	
	Presentation contains accurate information.	10	
	Product created is relevant to this course.	10	
	Business model contains accurate information	10	
	Product was attainable and well thought out.	5	
<b>Presentation (40 points)</b>	Speaker maintains good eye contact with the audience and is appropriately animated (e.g., gestures, moving around, etc.).	5	
	Speaker uses a clear, audible voice.	5	
	Delivery is poised, controlled, and smooth.	5	
	Good language skills and pronunciation are used.	5	
	Visual aids are well prepared, informative, effective, and not distracting.	5	
	Length of presentation is within the assigned time limits.	5	
	Information was well communicated.	10	
<b>Score</b>	<b>Total Points</b>	<b>100</b>	

