

TRUMBULL PUBLIC SCHOOLS

Trumbull, Connecticut

ENTREPRENEURSHIP

Grades 11-12

Business Education Department

2017

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**Entrepreneurship
Grades 11-12
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The Trumbull Board of Education will continue to take Affirmative Action to ensure that no persons are discriminated against in its employment.

CORE VALUES AND BELIEFS

The Trumbull High School community engages in an environment conducive to learning which believes that all students will **read and write effectively**, therefore communicating in an articulate and coherent manner. All students will participate in activities **that present problem-solving through critical thinking**. Students will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote **independent thinkers and learners**. We believe **ethical conduct** to be paramount in sustaining the welcoming school climate that we presently enjoy.

Approved 8/26/2011

INTRODUCTION & PHILOSOPHY

Entrepreneurship is a one-semester business education course offered to eleventh- and twelfth-grade students at Trumbull High School. The purpose of the course is to introduce students to the fundamentals of entrepreneurship and provide an authentic learning experience for students in establishing a corporation and investing in their own business.

With business education making a significant contribution to the education of all students in a business-oriented society, Entrepreneurship focuses on recognizing a business opportunity, starting a business, operating and maintaining that business while integrating many functions of business, such as accounting, finance, marketing, management, and the legal structure. Entrepreneurship is planned and sequenced to foster essential 21st-century skills, including reading and writing effectively, problem-solving through critical thinking, and independent thinking and learning. With these vital skills necessary for success in today's business world, students will be able to formulate educated decisions regarding post-secondary plans and to procure promising career options.

COURSE GOALS

The following course goals derive from the 2007 National Standards for Business Education.

NSBE.Entrepreneurship.I (Entrepreneurs and Entrepreneurial Opportunities)	Recognize that entrepreneurs possess unique characteristics and evaluate the degree to which one possesses those characteristics.
NSBE.Entrepreneurship.II (Marketing)	Analyze customer groups and develop a plan to identify, reach, and keep customers in a specific target market.
NSBE.Entrepreneurship.IV (Finance)	Use the financial concepts and tools needed by the entrepreneur in making business decisions.
NSBE.Entrepreneurship.VI (Management)	Develop a management plan for an entrepreneurial venture.

NSBE.Entrepreneurship.VIII
(Legal)

Analyze how forms of business ownership, government regulations, and business ethics affect entrepreneurial ventures.

NSBE.Entrepreneurship.IX
(Business Plans)

Develop a business plan.

The following course goals derive from the 2014 CSDE Business and Finance Technology Education Frameworks for Entrepreneurship.

Content Standard 1
(Entrepreneurship Profession)

Recognize that entrepreneurs possess unique characteristics and evaluate the degree to which one possesses those characteristics.

Content Standard 1
(Entrepreneurship Profession)

Recognize that entrepreneurs innovate and problem-solve.

Content Standard 2
(Marketing and Target Markets)

Identify strategies to reach a specific target market.

Content Standard 4
(Business Plan)

Create a vision and set goals and objectives for a planned business.

Content Standard 5
(Management and Legal Factors)

Define the various forms of business ownership and legal issues they face.

The following course goals derive from the 2010 Connecticut Core Standards.

CCSS.ELA-Literacy.RST.11-12.3

Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

CCSS.ELA-Literacy.RST.11-12.4

Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.

CCSS.ELA-Literacy.RST.11-12.7

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

The following standards derive from the 2016 International Society for Technology in Education Standards.

ISTE Knowledge
Constructor
(Standard 3)

Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.

- 3a. Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
- 3b. Students evaluate the accuracy, perspective, credibility, and relevance of information, media, data, or other resources.
- 3d. Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.

COURSE ENDURING UNDERSTANDINGS

Students will understand that . . .

- entrepreneurs tend to have certain characteristics.
- customer groups can be analyzed to develop plans to identify, reach, and keep customers in a specific target market.
- certain financial concepts and tools are needed in making business decisions.
- effective business plans are used to manage entrepreneurial ventures.
- forms of business ownership, government regulations, global markets, and business ethics affect entrepreneurial ventures.

COURSE ESSENTIAL QUESTIONS

- How do all the different departments and people required to run a company influence the success of that company?
- What is entrepreneurship?
- How do I evaluate a business opportunity?
- What is the significance of the way one organizes a business organization?
- What is the purpose of a business plan?
- What is the purpose of market research?
- How does an understanding of marketing concepts help entrepreneurs effectively present their products/services to consumers?

COURSE KNOWLEDGE & SKILLS

Students will know . . .

- characteristics of entrepreneurs and their businesses.
- forms of business ownership and their effects on entrepreneurial ventures.
- how to create effective business plans.
- how to analyze customer groups in order to keep customers in a specific target market.

Students will be able to . . .

- apply knowledge learned to a class-owned student company.
- increase their understanding of entrepreneurial concepts.
- develop critical thinking skills with respect to entrepreneurial concepts.

COURSE SYLLABUS

Course Name

Entrepreneurship

Level

Grades 11-12

Prerequisites

None

Materials Required

None

General Description of the Course

Are you a fan of *Shark Tank*? Do you have aspirations to start your own business? If so, this is the perfect course for you. Students will be introduced to basic entrepreneurial concepts and start a small business where they will assume the role of either an officer or employee while solving real-life business problems. All students are required to purchase their class company stock.

Assured Assessments

Formative and summative assessments will be given to evaluate student understanding of material in each of the six units of the course:

- Ongoing Student Company;
- Entrepreneurs and Inventors;
- Types of Entrepreneurial Businesses;
- Forms of Business Organizations;
- The Business Plan; and
- Market Research and Marketing.

Core Text

Allen, Kathleen, and Earl C. Meyer. *Entrepreneurship: Building a Business*. New York: McGraw-Hill, 2011. Print.

UNIT 1

Ongoing Student Company

Unit Goals

The Goals for this ongoing unit are a synthesis of the Goals of each subsequent unit of the course.

Unit Essential Questions

The Essential Questions for this ongoing unit are a synthesis of the Essential Questions of each subsequent unit of the course.

Scope and Sequence

- Electing company management positions
- Identifying target market and conducting market research surveys
- Analyzing information from market research and applying that information to decision making
- Deciding on class product based on target market
- Writing and presenting business plan
- Investing in class company and receiving stock certificate
- Researching and comparing pricing from various wholesale companies to determine where to purchase product from
- Collaborating as a class to design class product
- Establishing and executing marketing and promotional plan for class product
- Determining sales locations, communicating and coordinating with necessary school leadership for permission to market/sell product
- Participating in presenting and selling class product to target market
- Determining the success of class company upon completion of sales timeframe, and determining profit/loss
- Calculating the return on investment for class business
- Dissolving class business and receiving return on investment

Assured Assessments

- Active participation in the Student Company processes outlined above

Resources

Supplemental

- Select readings and online resources related to various examples and case studies
- Field trips to local companies
- Guest speakers from the community

Time Allotment

- Continuously throughout semester

UNIT 2

Entrepreneurs and Inventors

Unit Goals

At the completion of this unit, students will:

NSBE.Entrepreneurship.I (Entrepreneurs and Entrepreneurial Opportunities)	Recognize that entrepreneurs possess unique characteristics and evaluate the degree to which one possesses those characteristics.
CSDE.Content Standard 1 (Entrepreneurship Profession)	Identify the characteristics of a successful entrepreneur.
CSDE.Content Standard 1 (Entrepreneurship Profession)	Compare and contrast the differences between an entrepreneur and an employee.
CCSS.ELA-Literacy.RST.11-12.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.
CCSS.ELA-Literacy.RST.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
ISTE Knowledge Constructor (Standards 3a, 3b, 3d)	Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.

Unit Essential Questions

- What characteristics make a successful entrepreneur?
- What are the advantages and disadvantages to owning a business?

Scope and Sequence

- The definition of entrepreneurship
- Identifying characteristics of successful entrepreneurs
- Differentiating between entrepreneurs and inventors
- Analyzing the advantages and disadvantages of entrepreneurship
- Assessing individual entrepreneurial characteristics
- Recognizing the unique contributions of entrepreneurs

Assured Assessments

Students will complete any of the following learner activities:

- Research and write about a famous entrepreneur
- Evaluate their own entrepreneurial characteristics through online assessments
- Identify and describe how famous entrepreneurs possess certain characteristics that contributed to their successes
- Interview a local entrepreneur

Resources

Supplemental

- Select readings and online resources related to entrepreneurs
- Guest speakers from the community
- THS writing specialist to assist with research-based writing

Time Allotment

- Approximately 3 weeks

UNIT 3

Types of Entrepreneurial Businesses

Unit Goals

At the completion of this unit, students will:

NSBE.Entrepreneurship.IV (Finance)	Use the financial concepts and tools needed by the entrepreneur in making business decisions.
CSDE.Content Standard 1 (Entrepreneurship Profession)	Brainstorm and recognize an opportunity that arises from other peoples' wants and perceived needs, and evaluate the viability of alternative solutions for products and/or services.
CSDE.Content Standard 1 (Entrepreneurship Profession)	Analyze potential business opportunities in relation to personal preferences, financial worthiness, and perceived risk.
CCSS.ELA-Literacy.RST.11-12.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.
CCSS.ELA-Literacy.RST.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
ISTE Knowledge Constructor (Standards 3a, 3b, 3d)	Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.

Unit Essential Questions

- What is innovation and how does it relate to the entrepreneurial process?
- How does one find out about business opportunities?
- What steps can one take to establish a business?
- How does one assess a business opportunity?

Scope and Sequence

- Examining innovation and the creative process and how they relate to entrepreneurship
- Comparing and contrasting the advantages and disadvantages of buying an existing business, entering into a family business, starting an entirely new business, or purchasing a franchise
- Identifying tools and steps to evaluate business opportunities

- Recognizing and using concepts of break-even and return on investment

Assured Assessments

Students will complete any of the following learner activities:

- Read articles on advantages and disadvantages of various types of business opportunities
- Evaluate business opportunities through break-even analysis and return on investment calculations
- Perform break-even analysis and return on investment calculations in relation to various types of business opportunities
- View episode of *Shark Tank* to evaluate business opportunities

Resources

Supplemental

- Select readings and online resources related to entrepreneurial opportunities such as new venture analysis and business profiles
- Calculators to compute break-even analyses and return on investment calculations
- Episodes of *Shark Tank* to view, analyze, and evaluate different business ventures, including whether students would invest in the business concepts being introduced
- Guest speakers from the community

Time Allotment

- Approximately 3 weeks

UNIT 4

Forms of Business Organizations

Unit Goals

At the completion of this unit, students will:

NSBE.Entrepreneurship.VI (Management)	Develop a management plan for an entrepreneurial venture.
NSBE.Entrepreneurship.VIII (Legal)	Analyze how forms of business ownership, government regulations, and business ethics affect entrepreneurial ventures.
CSDE.Content Standard 5 (Management and Legal Factors)	Identify the differences between types of business ownership.
CSDE.Content Standard 5 (Management and Legal Factors)	Compare and contrast the advantages and disadvantages of the various forms of business ownership.
CSDE.Content Standard 5 (Management and Legal Factors)	Assess specific franchising opportunities.
CCSS.ELA-Literacy.RST.11-12.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.
CCSS.ELA-Literacy.RST.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
ISTE Knowledge Constructor (Standards 3a, 3b, 3d)	Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.

Unit Essential Questions

- What are the advantages and disadvantages of the different forms of business ownership: a sole proprietorship, a partnership, a corporation, a franchise?
- What are the costs of owning a franchise?

Scope and Sequence

- Discussing and comparing the different forms of business ownership and the advantages and disadvantages of each

- Determining what is considered a franchise, and comparing that to other forms of business
- Selecting the most important form of business ownership for a planned business, and citing tax and liability for reasoning behind decisions

Assured Assessments

Students will complete any of the following learner activities:

- Analyze different scenarios in order to determine the appropriate form of business ownership
- Franchise project requiring students to assess a specific franchise opportunity
- Active participation in field trip to a local franchise

Resources

Supplemental

- Select readings and online resources related to forms of business organization
- Specific franchise websites
- Select business profiles
- Scenarios for which students will decide the most appropriate form of business organization
- Episodes of *Undercover Boss* to view, analyze, and evaluate different business forms
- Guest speakers from the community

Time Allotment

- Approximately 3 weeks

UNIT 5

The Business Plan

Unit Goals

At the completion of this unit, students will:

NSBE.Entrepreneurship.IX (Business Plans)	Develop a business plan.
CSDE.Content Standard 4 (Business Plan)	Identify the major components of a business plan.
CSDE.Content Standard 4 (Business Plan)	Establish short-term and long-term goals and objectives for a planned business.
CSDE.Content Standard 4 (Business Plan)	Recognize that a business plan is an ongoing process and should be often revisited and updated.
CSDE.Content Standard 4 (Business Plan)	Create a business plan for a planned business.
CCSS.ELA-Literacy.RST.11-12.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.
CCSS.ELA-Literacy.RST.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

Unit Essential Questions

- What are the components of a business plan?
- What should be included in each component of a business plan?
- How does one develop a business plan?
- How does one effectively present components of a business plan?

Scope and Sequence

- Analyzing the purpose and necessity of a business plan
- Analyzing what is included in each component of a business plan
- Reviewing examples of different types of businesses and their business plan
- Reviewing how to write and how to present a business plan

Assured Assessments

Students will complete any of the following learner activities:

- Collaboration with peers to draft a business plan
- Assess each component of a business plan
- Writing of a completed business plan
- Presentation of a completed business plan

Resources

Supplemental

- Select readings and online resources related to business plan examples
- Media clips to demonstrate importance of business plans
- Guest speakers from the community
- THS writing specialist to assist with writing finalized business plan

Time Allotment

- Approximately 4 weeks

UNIT 6

Market Research and Marketing

Unit Goals

At the completion of this unit, students will:

NSBE.Entrepreneurship.II (Marketing)	Analyze customer groups and develop a plan to identify, reach, and keep customers in a specific target market.
CSDE.Content Standard 2 (Marketing and Target Markets)	Define and give examples of the concept of market share.
CSDE.Content Standard 2 (Marketing and Target Markets)	Understand the application of the marketing mix (product, place, price, and promotion).
CSDE.Content Standard 2 (Marketing and Target Markets)	Create a consumer profile for a business venture.
CCSS.ELA-Literacy.RST.11-12.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
CCSS.ELA-Literacy.RST.11-12.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.
CCSS.ELA-Literacy.RST.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
ISTE Knowledge Constructor (Standards 3a, 3b, 3d)	Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.

Unit Essential Questions

- What are the 4 P's of marketing?
- What is the need for market research and analysis?
- In what ways does demographic information about customers and competition drive business decisions?
- How does data drive decision making?

Scope and Sequence

- Understanding the 4 P's of marketing: product, place, price, and promotion
- Determining promotion strategies
- Conducting market research and analysis
- Examining and analyzing results of market research

Assured Assessments

Students will complete any of the following learner activities:

- Brainstorming of an advertising campaign around school/class business
- Design of a flyer as a promotional document for school/class business
- Reading and explanation of marketing-related methods in case studies involving various companies such as Coca-Cola and California Raisins
- Viewing of several current product commercials and determine the marketing concepts applied, identifying the target consumer
- Creation and implementation of market research surveys using Google Forms
- Examination and analysis of graph data collected, making decisions to guide the company

Resources

Supplemental

- Select readings and online resources related to various examples, case studies, and commercials
- Guest speakers from the community
- Marketing research field trip to a local business
- Google Forms and Google Sheets

Time Allotment

- Approximately 3 weeks

COURSE CREDIT

One-half credit in business education
One class period daily for a half year

PREREQUISITES

Open to students in grades 11-12.

ASSURED STUDENT PERFORMANCE RUBRICS

- Trumbull High School School-Wide Reading Rubric (attached)
- Trumbull High School School-Wide Problem-Solving through Critical Thinking Rubric (attached)
- Trumbull High School School-Wide Independent Learning and Thinking Rubric (attached)
- Famous Entrepreneur Research Project (attached)
- Entrepreneurship Franchise Project (attached)
- Entrepreneurship Experience Reflection (attached)
- Entrepreneurship Business Competition Project (attached)
- Entrepreneurship Business Plan Template (attached)
- Entrepreneurship Business Plan Rubric (attached)

SCHOOL-WIDE RUBRICS

Rubric 1: Read Effectively

Category/ Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
Respond X_____	Demonstrates exceptional understanding of text by: <ul style="list-style-type: none"> Clearly identifying the purpose of the text Providing initial reaction richly supported by text Providing a perceptive interpretation 	Demonstrates understanding of text by: <ul style="list-style-type: none"> Identifying the fundamental purpose of the text Providing initial reaction supported by text Providing a clear/straightforward interpretation of the text 	Demonstrates general understanding of text by: <ul style="list-style-type: none"> Partially identifying the purpose of the text Providing initial reaction somewhat supported by text Providing a superficial interpretation of the text 	Demonstrates limited or no understanding of text by: <ul style="list-style-type: none"> Not identifying the purpose of the text Providing initial reaction not supported by text Providing an interpretation not supported by the text
Interpret X_____	Demonstrates exceptional interpretation of text by: <ul style="list-style-type: none"> Extensively reshaping, reflecting, revising, and/or deepening initial understanding Constructing insightful and perceptive ideas about the text. Actively raising critical questions and exploring multiple interpretations of the text 	Demonstrates ability to interpret text by: <ul style="list-style-type: none"> Reshaping, reflecting, revising, and/or deepening initial understanding Summarizing main ideas of text Actively interpreting text by raising questions and looking for answers in text 	Demonstrates general ability to interpret text by: <ul style="list-style-type: none"> Guided reflection and/or revision of initial understanding Summarizing some of the main ideas of text Guided interpretation of text by locating answers to given questions in text 	Demonstrates limited ability to interpret text as evidenced by: <ul style="list-style-type: none"> Struggle to implement guided reflection and/or revision of initial understanding Struggle to summarize any main ideas of text Struggle to answer questions by locating responses in text
Connect X_____	Demonstrates perceptive connections <ul style="list-style-type: none"> text-to-text text-to-self text-to-world 	Demonstrates specific connections <ul style="list-style-type: none"> text-to-text text-to-self text-to-world 	Demonstrates general connections <ul style="list-style-type: none"> text-to-text text-to-self text-to-world 	Struggles to make connections <ul style="list-style-type: none"> text-to-text text-to-self text-to-world
Evaluate X_____	Demonstrates insightful evaluation of text by one or more of the following: <ul style="list-style-type: none"> Critical analysis to create a conclusion supported by the text Perceptive judgments about the quality of the text Synthesis of text Expression of a personal opinion 	Demonstrates an evaluation of text by one or more of the following: <ul style="list-style-type: none"> Critical analysis to form a conclusion from the text Thoughtful judgments about the quality of the text Evaluation of text to express personal opinion(s) 	Demonstrates a general evaluation of text by one or more of the following: <ul style="list-style-type: none"> Formulation of a superficial conclusion from the text Assessment of the quality of the text Use of text to express personal opinion(s) 	Demonstrates a struggle to evaluate the text by one or more of the following: <ul style="list-style-type: none"> Formulation of a conclusion from the text Assessment of the quality of the text Use of text to express personal opinion(s)

Rubric 3: Problem Solving through Critical Thinking

Category/Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
Understanding X_____	<ul style="list-style-type: none"> Student demonstrates clear understanding of the problem and the complexities of the task. 	<ul style="list-style-type: none"> Student demonstrates sufficient understanding of the problem and most of the complexities of the task. 	<ul style="list-style-type: none"> Student demonstrates some understanding of the problem but requires assistance to complete the task. 	<ul style="list-style-type: none"> Student demonstrates limited or no understanding of the fundamental problem after assistance with the task.
Research X_____	<ul style="list-style-type: none"> Student gathers compelling information from multiple sources including digital, print, and interpersonal. 	<ul style="list-style-type: none"> Student gathers sufficient information from multiple sources including digital, print, and interpersonal. 	<ul style="list-style-type: none"> Student gathers some information from few sources including digital, print, and interpersonal. 	<ul style="list-style-type: none"> Student gathers limited or no information.
Reasoning and Strategies X_____	<ul style="list-style-type: none"> Student demonstrates strong critical thinking skills to develop a comprehensive plan integrating multiple strategies. 	<ul style="list-style-type: none"> Student demonstrates sufficient critical thinking skills to develop a cohesive plan integrating strategies. 	<ul style="list-style-type: none"> Student demonstrates some critical thinking skills to develop a plan integrating some strategies 	<ul style="list-style-type: none"> Student demonstrates limited or no critical thinking skills and no plan.
Final Product and/or Presentation X_____	<ul style="list-style-type: none"> Solution shows deep understanding of the problem and its components. Solution shows extensive use of 21st-century technology skills. 	<ul style="list-style-type: none"> Solution shows sufficient understanding of the problem and its components. Solution shows sufficient use of 21st-century technology skills. 	<ul style="list-style-type: none"> Solution shows some understanding of the problem and its components. Solution shows some use of 21st-century technology skills. 	<ul style="list-style-type: none"> Solution shows limited or no understanding of the problem and its components. Solution shows limited or no use of 21st-century technology skills.

Rubric 5: Independent Learners And Thinkers

Category/Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
Proposal X_____	<ul style="list-style-type: none"> • Student demonstrates a strong sense of initiative by generating compelling questions, creating uniquely original projects/work. 	<ul style="list-style-type: none"> • Student demonstrates initiative by generating appropriate questions, creating original projects/work. 	<ul style="list-style-type: none"> • Student demonstrates some initiative by generating questions, creating appropriate projects/work. 	<ul style="list-style-type: none"> • Student demonstrates limited or no initiative by generating few questions and creating projects/work.
Independent Research & Development X_____	<ul style="list-style-type: none"> • Student is analytical, insightful, and works independently to reach a solution. 	<ul style="list-style-type: none"> • Student is analytical, and works productively to reach a solution. 	<ul style="list-style-type: none"> • Student reaches a solution with direction. 	<ul style="list-style-type: none"> • Student is unable to reach a solution without consistent assistance.
Presentation of Finished Product X_____	<ul style="list-style-type: none"> • Presentation shows compelling evidence of an independent learner and thinker. • Solution shows deep understanding of the problem and its components. • Solution shows extensive and appropriate application of 21st-century skills. 	<ul style="list-style-type: none"> • Presentation shows clear evidence of an independent learner and thinker. • Solution shows adequate understanding of the problem and its components. • Solution shows adequate application of 21st-century skills. 	<ul style="list-style-type: none"> • Presentation shows some evidence of an independent learner and thinker. • Solution shows some understanding of the problem and its components. • Solution shows some application of 21st-century skills. 	<ul style="list-style-type: none"> • Presentation shows limited or no evidence of an independent learner and thinker. • Solution shows limited or no understanding of the problem. • Solution shows limited or no application of 21st-century skills.

FAMOUS ENTREPRENEUR RESEARCH PROJECT

- Objectives: To identify the characteristics and traits of a successful entrepreneur.
 To research a famous entrepreneur and determine his/her road to success.
 To enhance creativity skills

Part 1: Research Paper

In groups of two you will research a famous entrepreneur and write a short 1½-page double-spaced paper about the individual in MLA format. Your paper must include:

- A brief introduction about the entrepreneur.
- A short history/biography of his/her life (birth, family, schools, etc.)
- A description of the company(s) he/she started (name, origin, year, location, products, prices, stock...)
- Identify and describe with evidence the characteristics this individual had to make him/her a successful entrepreneur that we discussed in class. (There are six key characteristics we discussed; you must use examples.)
- Your opinion in the final paragraph about why you think he/she is successful.

Part 2: Presentation

You will be presenting 6 to 8 of what you find to be the most interesting/unique/important facts about this entrepreneur to the class. You must be as creative as possible to present this information. (Puppet show, skit, comedy, posters, interviews are suggestions.) You may NOT choose a PowerPoint, Google Slides, or Prezi as part of this presentation. Be creative!

	Possible Points	Points Received
Part 1: Research Paper		
Introduction Paragraph	5	
History/biography included appropriate information	10	
Characteristics identified and evidence to support	20	
Opinion	5	
Proper format for paper, correct spelling, punctuation, and grammar	10	
Part 2: Presentation		
Overall creativity of presentation choice	20	
Presentation to class included 6 to 8 facts that were clear to audience	10	
Overall presentation effort	10	
Participation, cooperation, collaboration, good audience member	10	
Total	100	

ENTREPRENEURSHIP FRANCHISE PROJECT



Directions

1. You will need to work in groups (minimum 3, maximum 4)
2. You will select and research a Franchise Opportunity and create:
 - a. either a commercial, puppet show, news report (or other creative method! remember Entrepreneurs are creative) about your franchise. It must include at least 4 of the below requirements. (See list of requirements.)
 - b. a PowerPoint/Prezi/Google Slide Presentation. (See requirements.) The PowerPoint Presentation should be no more than 5 slides and must include appropriate photos, and a recent commercial you found on the internet of the franchise you are researching.
 - c. a one-page report that must meet all requirements. (See requirements.)

List of requirements

1. A brief history of the company (when it was established, where, who)
2. Any interesting facts about the company
3. What the company logo looks like, any previous logo? (include in creative method)
4. What products is the company known for?
5. What is required to purchase the franchise?
6. What is the company's current or past slogan?
7. Does the company have a famous spokesperson?
8. What other chains is the franchise affiliated with? Does one major company own this franchise?
9. Current commercial or advertisement for the franchise (if PowerPoint Presentation)
10. What is the company's current ranking according to *Entrepreneur Magazine*?

ENTREPRENEURSHIP EXPERIENCE REFLECTION

Read over our company's business plan. This can be accessed through Google Classroom. You may use your technology to do so. If for some reason this cannot be accessed, you will still be able to answer the questions.

Part 1:

1. **Read over the overall goals and mission statement as well as Financials:** Do you think we met our goals? Discuss why or why not.
2. **Company:** Discuss the process of forming our company. Was it easy to agree on 1 product for the whole class? How do you think your class handled these big decisions such as product, design, marketing? Discuss what you learned about collaboration.
3. Now: What could we have done better? Discuss and write IN DETAIL as a group:
 - **Marketing:** Compare our business plan to the marketing we actually did with examples. What could we have done better? What did/didn't we do to make this company a success?
 - **Marketing Research:** Compare the information from the data we collected from our Market Research Surveys and our focus groups to what actually happened during our company's experience. Did our data accurately depict what happened? (For example, our data suggested that x would be the most popular, but y actually was.)
 - **Price and Product:** Discuss the product, what would/wouldn't you change (design, amount ordered, etc.)
 - **Sales Efforts:** Describe as individuals your personal sales and reasons why you sold the quantity you did. What were some sales techniques that worked and didn't work?
 - **Customers:** Describe your customer interaction. How did you approach your customers? How did you handle rejection? Give some examples. (Appropriate language, please!)
 - **Competition:** Think about your competition during this process. How can you measure how affected your company's sales were because of your competitors? Did you feel like the competition of the other Entrepreneur class or the school store was a threat? Why or why not?
 - **Was your experience in this course what you expected?** What did we do that was successful? What didn't we do to make this company a success? Is there anything additional that you feel you would have liked to learn about?
 - **Discuss this authentic learning experience:** Do you think your experience in this class prepares you to be an entrepreneur? Talk about the risks you took for this company. In the "real world," what other factors would you have to consider that we did not in this class? (For example, we didn't have to buy a facility.)

Part 2:

As a group create at least 5 questions for your competing Entrepreneur class.

Part 3:

As a group create 5 Market Research Questions for our target market POST company dissolution. If you feel that the data collected from our initial market research surveys was not an accurate representation of what happened, what questions do you think you should ask your target market?

ENTREPRENEURSHIP BUSINESS COMPETITION PROJECT

In groups of **TWO** you will be assigned a famous Business Competitor! Example: Dunkin Donuts vs. Starbucks. Each person will assume the role of a company. You must complete a SWOT analysis of your competition and present it to the class, who will decide who wins the competition! You must include a brief introduction about your company. The SWOT analysis should include Strengths, Weaknesses, Opportunities, Threats of each company, and then address why your company is better than your competition. This must be presented in Google Slides, PowerPoint, or Prezi.

Business Competition Rubric

	Possible Points	Points Received
Makes constructive use of class time, proper use of Internet, asks questions when needed. Shares responsibility of project.	10 points	
Brief History of your company: include year founded, key people, products it sells, graphics, recent commercial, etc. (1 slide)	20 points	
S.W.O.T. Analysis of Competitor: To receive full points, you must really investigate each section of the analysis. (7 points from notes if possible) What are your competitor's strengths, weaknesses, opportunities, and threats to your company? In this section you also must address why you think your company is better! You must find some customer research to prove it as well: either an article, a YouTube example, or an Internet resource. Must be cited.	30 points	
How your company maintains customer loyalty: Describe and give concrete examples of how your business maintains customer loyalty: customer service examples, return policy, reviews. Find information.	20 points	
Presentation: Eye contact with audience, does not read directly from slides, competitive vibe throughout presentation, without being disrespectful, of course! Persuades the audience that your company is better than the competition!	10 points	
Overall project effort and project completed by due date. Proper grammar and citation, overall aesthetics.	10 points	
Total Points	100 points	

Comments:

ENTREPRENEURSHIP BUSINESS PLAN TEMPLATE

This is an example of the Business Plan Template that students are responsible for writing. The students will submit their company's business plan as a group and individually create a business plan for their business of choice.

Business Plan

Company name

Company address

Company phone number

Web address

Name, title, address of owner(s)

Month and year plan was created

Number of the copy of the plan

Confidentiality statement

[see Business Plan Project Worksheet 15-1]

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Executive Summary

Introduction

Describe the products or services your company provides. Briefly summarize the company’s vision and mission statements. Explain how you plan to implement the mission and why the business is positioned to reach it.

[see Business Plan Project Worksheet 14-1]

Current Situation

Explain the current status of the business, the unique opportunity that exists that prompted this business plan, and why you are seeking help from investors.

Management Qualifications

List the key members of your management team and explain why they are uniquely qualified to make the venture a success.

Seeking Investors

Explain your current sources of funds and how much additional funding is required to reach your mission. Describe what the additional funding will allow the company to do. Then, explain how the business will repay investors.

Closing Statement

Write a statement explaining how the company will grow financially through this investment and what return investors can expect to achieve. Explain how investors can exit the venture.

Management Team Plan

Key Executives

Describe the management team that will help you achieve your business goals. Explain the duties and the salary of each team member. Provide a list of benefits that each person will provide the venture including previous experience, skill sets, and personal traits.

[see Business Plan Project Worksheets 1-1, 1-2, and 1-4]

Key Advisors

Describe the advisors who will guide your management team in policy decisions. Provide a list of benefits that each person will provide the venture including their previous experience, skill sets, and personal traits.

[see Business Plan Project Worksheet 1-1]

Service Providers

Explain the service providers you will hire and the advantages they bring to the venture.

[see Business Plan Project Worksheet 1-3]

Company Description

Motivations

Explain the reasons and motivations you have for starting or expanding this business.

[see Business Plan Project Worksheets 2-1 and 2-2]

Entrepreneurial Opportunity

Describe the entrepreneurial opportunity and the unique selling proposition your company will have to capitalize on the opportunity.

[see Business Plan Project Worksheets 2-1 and 2-2]

Business History

If the company is currently in operation, describe the current status of the business including how long it has been in business and the history of growth in sales, market share, and profits.

[see Business Plan Project Worksheets 2-1 and 2-2]

Business Concept

Explain the products and services your company will provide and the markets you will target to sell them.

[see Business Plan Project Worksheets 2-1 and 2-2]

Product or Service Plan

Products and Services

Describe the characteristics of your products or services. For products, include how the products will be created and produced and who will manufacture them.

[see Business Plan Project Worksheets 3-1 and 3-5]

Unique Selling Proposition

Describe the features, benefits, and unique selling proposition of your products or services.

[see Business Plan Project Worksheet 3-2]

Competitive Products or Services

Describe the features, benefits, and unique selling proposition of your competitors' products or services. Explain how your products and services will be unique and positioned in the market.

[see Business Plan Project Worksheet 3-3]

Product Development Milestones

Explain the steps you will take to conceive, design, test, and evaluate your products and services.

[see Business Plan Project Worksheet 3-4]

Vision and Mission Statements

Vision Statement

Write your company's vision statement.

[see Business Plan Project Worksheet 4-1]

Mission Statement

Write your company's mission statement.

[see Business Plan Project Worksheet 4-2]

Industry Overview**Projected Industry Sales and Profits**

Explain the projected growth in sales and profits for your industry sector. Include line graphs depicting the historical and projected growth for both.

[see Business Plan Project Worksheet 5-1]

Competitive Set

Describe your company's competitive set including direct and indirect competitors.

[see Business Plan Project Worksheet 5-2]

External Environment

Describe any external factors that may impact your economic sector.

[see Business Plan Project Worksheet 5-3]

Product Life Cycle

Describe the product life cycle for your products or services. Explain what strategies will be taken as they go through the life cycle.

[see Business Plan Project Worksheet 5-4]

Barriers to Entry

Explain any barriers to entry that might inhibit you from introducing your products or services. Include economics, legal or political, regulatory, and competitive barriers. Detail the strategies you will use to counteract the barriers.

[see Business Plan Project Worksheet 5-5]

Market Analysis**Demographic Profile**

Explain the demographic characteristics of your target market.

[see Business Plan Project Worksheets 6-1 and 6-4]

Psychographic Profile

Create a psychographic profile of your target markets. Name each group and describe its characteristics.

[see Business Plan Project Worksheets 6-2 and 6-5]

Customer Behaviors

Describe the behaviors of your target market and their motivations for purchasing.

[see Business Plan Project Worksheets 6-3 and 6-6]

Target Market Opportunity

Explain how your business will capitalize on the demographic and psychographic characteristics of your target market.

[see Business Plan Project Worksheet 6-7]

Competitive Analysis

Direct and Indirect Competitors

Describe your direct and indirect competitors.

[see Business Plan Project Worksheet 7-1]

Value Proposition

Describe the value proposition for each of your competitors.

[see Business Plan Project Worksheet 7-2]

Strengths and Weaknesses

Describe the strengths and weaknesses of each of your competitors and explain the opportunities and threats that your competitors pose to your business.

[see Business Plan Project Worksheet 7-3]

Sustainable Competitive Advantage

Summarize the competitive environment in your market and describe your company's sustainable competitive advantage.

[see Business Plan Project Worksheet 7-4]

Marketing Plan

Total Product Experience

Describe your total product experience including the primary, tangible, and intangible features as well as the auxiliary dimension of your products or services.

[see Business Plan Project Worksheet 8-1]

Place Strategy

Describe your overall distribution strategy.

[see Business Plan Project Worksheet 8-2]

Promotion Strategy

Write your promotional goals and explain the strategies you will employ to implement it.

[see Business Plan Project Worksheet 8-3]

Promotion Plan

Describe the media you will use to communicate your promotional message. Explain how you will monitor and evaluate their effectiveness.

[see Business Plan Project Worksheet 8-4]

Pricing Plan

Describe your pricing strategies.

[see Business Plan Project Worksheet 8-5]

Operational Plan

Location Criteria

Explain the criteria you used to determine the location(s) of your business.

[see Business Plan Project Worksheets 9-1 and 9-5]

Facilities and Equipment

Describe the facilities and equipment required to operate the business.

[see Business Plan Project Worksheets 9-2 and 9-5]

Product Development Process

Explain the process you will use to design and create your products. For a service, explain how you will obtain any materials necessary to perform your service.

[see Business Plan Project Worksheets 9-3 and 9-5]

Operational Logistics

Describe the inbound and outbound logistics of your company. In addition, describe the order fulfillment process and customer service policies.

[see Business Plan Project Worksheets 9-4 and 9-5]

Organizational Plan

Job Descriptions

Summarize the job descriptions of key department heads and managers. Provide an organizational chart for these key people.

[see Business Plan Project Worksheets 10-1 and 10-2]

Human Resources

Describe your human resources policies.

[see Business Plan Project Worksheets 10-3 and 10-4]

Legal Structure

Explain the legal structure for your business and why you chose it. In addition, explain any legal agreements and government regulations that will affect your business.

[see Business Plan Project Worksheet 10-5]

Insurance

Describe the insurance needs of your company and who will provide the coverage.

[see Business Plan Project Worksheet 10-6]

Financial Plan

Sources and Uses of Funds

Summarize the funds required to start and maintain the operations. List the sources and uses of the funds required.

[see Business Plan Project Worksheets 11-11 and 11-12]

Cash Flow

Summarize your cash flow projections for the first three years.

[see Business Plan Project Worksheets 11-13 and 11-14]

Income Statement

Summarize the projected sales revenue, expenses, and profitability of the operation for the first three years.

[see Business Plan Project Worksheets 11-15 and 11-16]

Balance Sheet

Summarize the assets, liabilities, and owner's equity of the business for the first three years of operation.

[see Business Plan Project Worksheet 11-17]

Break-Even Analysis

Explain the point at which the operation will break even. Include a graph depicting this point.

[see Business Plan Project Worksheet 11-18]

Financial Analysis

Summarize the key financial measures for the first three years of operation compared to industry standards.

[see Business Plan Project Worksheet 11-19]

Product Development Costs

Describe the expenses associated with developing your product or service before manufacturing it.

[see Business Plan Project Worksheet 11-2]

Manufacturing Costs

Describe the expenses associated with manufacturing your product.

[see Business Plan Project Worksheet 11-3]

Sales Revenue

Explain the rationale for the sales projections for the first three years of operation.

[see Business Plan Project Worksheet 11-1]

Cost of Goods Sold

Summarize the cost of goods sold for the first three years of operation.

[see Business Plan Project Worksheet 11-4]

Capital Equipment

Summarize the cost of capital equipment that will be required and explain the method for depreciation.

[see Business Plan Project Worksheet 11-5]

Salary and Wages

Summarize the cost of salaries and wages for the first three years of operation.

[see Business Plan Project Worksheet 11-6]

Selling and Marketing Expenses

Summarize the cost of selling and marketing for the first three years of operation.

[see Business Plan Project Worksheet 11-7]

Operating Expenses

Summarize the operating expenses for the first three years of operation.

[see Business Plan Project Worksheet 11-8]

Other Expenses

Explain any additional expenses associated with the business.

[see Business Plan Project Worksheet 11-9]

Assumptions

List your assumptions used to create the pro forma financials.

[see Business Plan Project Worksheet 11-10]

Growth Plan**Growth Strategy**

Describe your goals for growth and the strategies you will use to achieve them.

[see Business Plan Project Worksheet 12-1]

Effects of Growth

Describe the effects that growth will have on your company and the resources needed to accommodate the growth. Also explain how this growth will affect operational and strategic issues.

[see Business Plan Project Worksheets 12-2 and 12-3]

Contingency Plan**Risks**

Describe the risks associated with your business plan and explain the courses of action you can take to minimize them.

[see Business Plan Project Worksheet 13-1]

Supporting Documents

The information provided in the Supporting Documents section will vary. Below is a list of documents and information that you may want to include.

Management Team Plan

- Résumés of key executives
- Personal financial statements from key executives
- Detailed résumés of key advisors
- Detailed résumés of service providers
- Letters of recommendation

Company Description

- Franchise contracts
- Partnership or joint venture agreements

Product and Service Plan

- License contracts
- Copyrights, trademarks, and patents
- Product diagrams or photos
- Packaging design
- Manufacturing specifications
- Customer Relations Plan
- Customer Service Flow Chart
- Layout of Manufacturing Facility
- Floor plans for retail store
- Résumés of subcontractors
- Contracts with subcontractors

Industry Overview

- Detailed industry financial data
- Assumptions used for projections

Market Analysis

- Primary research results
 - Results from prototype testing
 - Results from field tests
- Relevant secondary research reports
 - Demographic profiles of each target market
 - Market projections and trends

Competitive Analysis

- Financial or sales reports from competitors
- Detailed analysis of each competitor
- Complete SWOT analysis
- Detailed competitive price analysis

Marketing Plan

- Résumés of channel intermediaries
- Detailed media plan
- Promotional pieces
- Sales territory plan
- Sales force compensation plan
- Web site host
 - Web site designs
 - Other third party web partners
- Press releases
- Community involvement plan
- Strategic partnership plans

Operational Plan

- Blueprints or photos of facilities
- Property and vehicle titles
- Lease agreements
- Purchase agreements
- Specifications of equipment used
- Labor analysis
- Résumés of subcontractors
- Contracts with subcontractors
- Résumés of logistics providers
- Manufacturing flow-chart
- Cost-saving production techniques
- Inventory management system
- Software specifications for operations
- Hardware specifications
- Retail issues

- o Use of merchandising specialists
- o Visual display specialists
- o Broker contracts

Organizational Plan

- Articles of incorporation
- Partnership agreements
- Limited partnership agreements
- Insurance policies

Financial Plan

- Cost of goods analysis
- Sales revenue analysis
- Accounts receivable assumptions
- Accounts payable assumptions
- Detailed sales and marketing cost analysis
- Detail of administrative costs
- Credit reports
- Current loan contracts

Growth Plan

- Assumptions used to project growth
- Detail for alternative strategies and proposals
- Flow-chart of options and alternative strategies for growth

Contingency Plan

ENTREPRENEURSHIP BUSINESS PLAN RUBRIC

Component	Possible Points	Points Received	Comments
Cover Page	5 points		
Part 1: Choosing My Business	5 points		
Part 2: The Company Profile	5 points		
Part 3: Marketing Materials The logo, slogan, website domain	10 points		
Part 4: The Description of Products and Services and SWOT	10 points		
Part 5: The Market Analysis	10 points		
Part 6: The Website	10 points		
Part 7: The Business Card and Company Letterhead	5 points		
Part 8: The Operating Plan Human Resource Manual Payroll Schedule List of Supplies and Equipment	15 points		
Part 9: Letter to Charity	5 points		
Part 10: Memo to Loan Officer	10 points		
Bound	5 points		
Overall Professionalism	5 points		
Total Points	100 points		

Comments: