COURSE TITLE: Entrepreneurship and Financial Skills Development

Course Description:
Entrepreneurship and Financial Skills Development is designed to teach students how to think and act as entrepreneurs. Standards in this course focus on skills needed to start and operate a business while in school. The course builds on academic skills by integrating inquiry-based learning and business tools that enable students to plan, create, develop, and pilot small businesses in a safe campus environment. Students who manage and operate a small business may have the opportunity to bring their products directly to the consumer via the local marketplace or present the venture to potential investors for financing. Concepts and skills are reinforced by a strong emphasis on hands-on experiences. Applications to society, individuals, and research are included.

Potential Certifications/Credentials:
Adobe Certified Associate (ACA) – Photoshop / Dreamweaver / Premier Pro / InDesign / Illustrator, ASK Institute – Concepts of Entrepreneurship and Management / Fundamental Business Concepts, Certiport- Entrepreneurship and Small Business (must hold concentrator status), IC3 Global Standard 6 (or higher), Microsoft Office Expert 2019/365 - Access / Excel / Word, Microsoft Office Specialist 2019/365 (MOS) (Two of the following areas REQUIRED: Excel Associate / Outlook Associate / PowerPoint Associate / Word Associate)
## Course Scope and Sequence

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<th>Unit #</th>
<th>Unit Title</th>
<th>Estimated Hours</th>
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<td>Foundational Standards</td>
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Unit Plans of Instruction

Foundational Standards

Supporting—will be taught throughout the course as needed for the unit.

F1. Incorporate safety procedures in handling, operating, and maintaining tools and machinery; handling materials; utilizing personal protective equipment; maintaining a safe work area; and handling hazardous materials and forces.

F2. Demonstrate effective workplace and employability skills, including communication, awareness of diversity, positive work ethic, problem-solving, time management, and teamwork.

F3. Explore the range of careers available in the field and investigate their educational requirements, and demonstrate job-seeking skills including resume-writing and interviewing.

F4. Advocate and practice safe, legal, responsible, and ethical use of information and technology tools specific to the industry pathway.

F5. Participate in a Career and Technical Student Organization (CTSO) to increase knowledge and skills and to enhance leadership and teamwork.

F6. Discuss and demonstrate ways to value diversity.
Unit 2 Title: Entrepreneurship

Content Standards
1. Research and share information on the role of entrepreneurship within the economy.
   1a. Differentiate among entrepreneurship, entrepreneur, and intrapreneur.
   1b. Describe the characteristics and risks of entrepreneurship.
   1c. Research and share information about entrepreneurship trends.

2. Describe how economic concepts are applied to the decision-making process in an entrepreneurial venture.
   2a. Explain the determinants of supply and demand.
   2b. Explain how a given economic environment might influence decision-making by entrepreneurs.
   2c. Describe ethical and social responsibilities faced by entrepreneurs.

3. Identify methods to determine the wants and needs of customers.
   3a. Distinguish between businesses that produce a product and those that provide a service.

4. Describe the aspects of interpersonal relationships in organizations.
   4a. Explain factors that affect business relations.
   4b. Identify ways to improve interpersonal relationships and manage conflicts.

5. Research and describe traits and behaviors associated with entrepreneurial success.
   5a. Gather, evaluate, and share information on the ways mentors can benefit entrepreneurs.
   5b. Gather and share information regarding agencies and government programs which encourage or support small businesses.

Unpacked Learning Objectives

Students know:
- The role of entrepreneurship within the economy.
- The difference between entrepreneurship, entrepreneur, and intrapreneur.
- The characteristics of entrepreneurship.
- The risks.
- Entrepreneurship trends.
- How economic concepts are applied to the decision-making process in an entrepreneurial venture.
- How supply and demand works.
- An economic environment might influence decision-making.
- The ethical and social responsibilities faced by entrepreneurs.
- The wants and needs of customers.
- The differences between businesses that produce and those that provide a service.
- Aspects of interpersonal relationships in organizations.
- Factors that affect business relations.
- Ways to improve interpersonal relationships and manage conflicts.
- Traits and behaviors associated with entrepreneurial success.
- The ways mentors can benefit entrepreneurs.
- Agencies and government programs which encourage or support small businesses.

**Students are able to:**
- Summarize the role of entrepreneurship within the economy.
- Present the information.
- Compare and contrast entrepreneurship, entrepreneur, and entrepreneur.
- Distinguish the characteristics of entrepreneurship.
- Distinguish the risks of entrepreneurship.
- Debate entrepreneurship trends.
- Conclude how economic concepts are applied to the decision-making process in an entrepreneurial venture.
- Distinguish supply and demand.
- Describe the effects the economic environment has on the decision-making process.
- Identify ethical responsibilities faced by entrepreneurs.
- Identify social responsibilities faced by entrepreneurs.
- Recognize methods to determine the wants and needs of customers.
- Categorize businesses that produce a product and one that provides a service.
- Summarize interpersonal relationships in organizations.
- Describe what affects business relations.
- Assess conflicts within interpersonal relationships.
- Resolve conflicts.
- Find out about traits of successful entrepreneurs.
- Find out about behaviors of successful entrepreneurs.
- Investigate how mentors can benefit entrepreneurs.
- Present on how mentors can benefit entrepreneurs.
- Research and present information on which agencies encourage or support small businesses.
- Research and present information on which government programs are available to encourage and support small businesses.

**Students understand that:**
- Entrepreneurs play an important role in our economy.
- Entrepreneurship has risks.
- Entrepreneurship is an ever evolving business that changes with the times.
- Entrepreneurs use economic concepts to help make decisions.
- Supply and demand are important concepts within our economy.
- Economic environments influence decision-making by entrepreneurs.
- Entrepreneurs face social and ethical responsibilities.
- Entrepreneurs must understand and determine the wants and needs of their customers.
- There are two types of businesses, one that produces a product and one that provides a service.
- Interpersonal relationships are crucial in the workforce.
- You can improve interpersonal relationships.
- There are certain traits and characteristics that a person should have in order to be successful in business.
- Having a mentor is a valuable tool when becoming an entrepreneur.
- Certain agencies and government programs are available to help encourage and support small businesses.

<table>
<thead>
<tr>
<th>Unit Driving/Essential Question</th>
<th>What is an entrepreneur? What skills does a successful entrepreneur possess? What effects does an entrepreneur have on the economy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exemplar High Quality Unit Task</td>
<td>Students will write an essay on a successful entrepreneur.</td>
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</table>
## Map of Student Learning by Learning Objective

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<tr>
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</thead>
<tbody>
<tr>
<td>Students find information and create an infographic on the role of entrepreneurship within the economy.</td>
<td>Formative: Students will describe an economic system. Students will brainstorm and research ways entrepreneurs affect the economy. Summative: Students will use Canva and create an infographic on the role of entrepreneurs within the economy. The infographic should include: Definition of entrepreneur, ways entrepreneurs impact the economy, and how much money new businesses bring to the economy each year.</td>
<td>Research Brainstorm Lecture/ Multimedia Presentation on ways entrepreneurs impact the economy.</td>
<td>SCI: Students can research and create an infographic to make comparisons on how businesses are incorporating science into the workplace. ELA: Write a brief summary of the role of entrepreneurship within the economy.</td>
<td>Student Computers Teacher Computer Pencil Paper Smart Board <a href="https://www.canva.com/">https://www.canva.com/</a> for infographic <a href="https://mycareertech.com/">https://mycareertech.com/</a> for ideas and lesson plan</td>
</tr>
<tr>
<td>Students understand the similarities and differences between entrepreneurship, entrepreneur, and intrapreneur.</td>
<td>Formative: Students will define entrepreneurship, entrepreneur, and intrapreneur. Summative: Students create a Venn diagram highlighting the similarities and differences between entrepreneurship, entrepreneur, and intrapreneur.</td>
<td>Brainstorm Research Classroom discussion</td>
<td>SCI: Compare and contrast the similarities and differences and create a table to organize the data. ELA: Write a brief compare/contrast essay about the similarities and differences between entrepreneurship, entrepreneur, and intrapreneur.</td>
<td>Paper Pencils Poster Board Student Computers Teacher Computer SmartBoard</td>
</tr>
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<tr>
<td>Students create a video explaining the characteristics and risks of entrepreneurship.</td>
<td>Formative: Students brainstorm and write down various characteristics needed to become an entrepreneur. Once done, a class list will be created of the top traits. Summative: Students create a flipgrid explaining the characteristics and risks of entrepreneurship.</td>
<td>Brainstorm Teacher lecture on the risks of becoming an entrepreneur.</td>
<td>ELA: Write a script for the video explaining the characteristics and risks of entrepreneurship. SCI: N/A</td>
<td>SmartBoard Teacher Computer Pencils Paper Student Computers <a href="https://info.flipgrid.com/">https://info.flipgrid.com/</a></td>
</tr>
<tr>
<td>Students analyze current entrepreneurship trends.</td>
<td>Formative: Students watch youtube videos on how entrepreneurs spot trends. Summative: Students use research skills to find information about entrepreneurship trends and then create a poster to hang in the classroom.</td>
<td>Research Brainstorm Teacher lecture on trendspotting and current trends- Note Taking Guide for students to fill out during lecture</td>
<td>ELA: Write a brief explanatory essay about current entrepreneurship trends. SCI: N/A</td>
<td>Teacher Computer Smart Board Student Computers Poster Board Markers Note Taking Guide on lecture <a href="https://www.youtube.com/watch?v=21bxUlJ228">https://www.youtube.com/watch?v=21bxUlJ228</a></td>
</tr>
</tbody>
</table>

Alabama State Department of Education, Career and Technical Education/Workforce Development, Plans of Instruction Updated as of Aug 2, 2022
| Students interpret economic concepts when in the decision-making process of an entrepreneurial venture. | Formative: Students will define the decision making process.  
Summative: Students will create posters, dividing it into the different steps of the decision making process. They will be given an "economic venture dilemma", and walk through the decision making process step by step, making a final decision as if they are an entrepreneur. | Research Brainstorm | Poster Board  
Markers  
Colored Pencils  
Pencils  
Student Computers  
Teacher Computer  
Economic Venture Dilemmas |
|---|---|---|---|
| Students summarize the concepts of supply and demand. | Formative: Students will examine supply and demand relationships.  
Students will read and analyze articles about how Babysitting businesses are affected by supply and demand.  
Summative: Students will write a short story that talks about a fictitious business that is affected by supply shifters and demand determinants. | Lecture and Multimedia Presentation on Supply and Demand  
Read Washington Post Article- Calling All Babysitters | ELA: Write a brief summary of the concepts of supply and demand.  
SCI: N/A  
https://www.washingtonpost.com/archive/politics/1997/09/22/calling-all-babysitters/6620d863-3ff9-4ebe-a9e5-c05f61ef910d/ |
| Students create a scenario in which they are given an economic environment prompt and are to | Formative: Students will research and define factors that affect the economy, like inflation,  
Research Brainstorm | SCI: Have students research the environmental impacts of the decision. | Student Computers  
Teacher Computer  
Smart Board |
| Students explain the ethical and social responsibilities faced by entrepreneurs. | Formative: A local entrepreneur, guest speaker comes in to speak about being an entrepreneur and ethical and social responsibilities they face. Ex: socially in the workplace, legally, environmentally, etc.  
Summative: Students create a 30 second elevator speech as if they are an entrepreneur explaining the ethical and social responsibilities faced by entrepreneurs. | Research  
Brainstorm  
Guest Speaker (local entrepreneur) | ELA: Write a brief explanatory essay about the ethical and social responsibilities faced by entrepreneurs.  
SCI: N/A | Student Computers  
Teacher Computer  
Smart Board  
Pencils  
Note Cards |
|---|---|---|---|---|
| Students define methods in determining the wants and needs of customers. | Formative: Students determine wants vs. needs.  
Summative: Students create sample surveys to determine customer wants and needs. Then come up with a product that meets their findings. | Research  
Brainstorm | SCI: N/A | Student Computers  
Teacher Computer  
Smart Board  
Rubric for Sample Survey  
Example of Sample Survey |
<table>
<thead>
<tr>
<th>Activity</th>
<th>Formative:</th>
<th>Teacher lecture</th>
<th>ELA:</th>
<th>Student Computers/Teacher Computer/Smart Board/Small Poster Board for Venn Diagrams/Pencils</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will find the similarities and differences between businesses that produce a product and those that provide a service.</td>
<td>Students will give examples of businesses that sell products and businesses that produce products. Students will discuss and create a master list of qualities of businesses that sell products and businesses that provide services. Summative: Students create a venn diagram of service businesses and goods businesses.</td>
<td>Teacher lecture Research Brainstorm</td>
<td>ELA: Write a brief compare/contrast essay about the similarities and differences between businesses that produce a product and those that provide a service. SCI: N/A</td>
<td>Student Computers/Teacher Computer/Smart Board/Small Poster Board for Venn Diagrams/Pencils</td>
</tr>
<tr>
<td>Students act out the interpersonal relationships in organizations.</td>
<td>Formative: Students will discuss the different character traits that are needed to be successful in the workplace. They will talk about the different workplace relationship dynamics. Summative: Students come up with a skit to perform in class. The skit will be about a workplace dilemma they will act out how to overcome.</td>
<td>Discussion Research Brainstorm Lecture on workplace hierarchy</td>
<td>ELA: Write a script to then act out the interpersonal relationships in organizations. SCI: N/A</td>
<td>Student computers/Teacher computer/Smart Board</td>
</tr>
<tr>
<td>Students discuss in their own words the factors that affect business relations.</td>
<td>Formative: Students and teacher discuss internal and external factors that affect business relations.</td>
<td>Discussion</td>
<td>ELA: Students actively listen and take notes on others’ points when</td>
<td>Student computers/Teacher Computer/Smart Board</td>
</tr>
</tbody>
</table>

Alabama State Department of Education, Career and Technical Education/Workforce Development, Plans of Instruction Updated as of Aug 2, 2022
<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
<th>Additional Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative: Students write a short play going over a factor that would affect business relations and how they would overcome the situation.</td>
<td>Discussing the factors that affect business relations.</td>
<td>SCI: N/A</td>
</tr>
<tr>
<td>Students create ways to improve interpersonal relationships and manage conflicts.</td>
<td>Summative: Students are given a variety of workplace dilemmas and they must determine the best way to handle the scenario.</td>
<td>Brainstorm Students complete worksheet, while carouseling around the room, analyzing workplace dilemmas.</td>
</tr>
<tr>
<td>Summative: Students are given a variety of workplace dilemmas and they must determine the best way to handle the scenario.</td>
<td>ELA: Write a script for a given scenario.</td>
<td>SCI: N/A</td>
</tr>
<tr>
<td>Students find and retell traits and behaviors associated with entrepreneurial success.</td>
<td>Formative: Students are given a list of traits. They will check off the traits and behaviors that they believe are associated with a successful entrepreneur.</td>
<td>Nearpod on Entrepreneurs</td>
</tr>
<tr>
<td>Summative: Students will research a successful entrepreneur and explain how the entrepreneur exhibits all of the qualities that they have deemed associated with success.</td>
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</tr>
<tr>
<td>Students describe in detail how mentors can benefit entrepreneurs.</td>
<td>Summative: Students will read an article on Mentorship for Entrepreneurs. They will write down ways in which mentors can help entrepreneurs.</td>
<td>Popcorn read</td>
</tr>
<tr>
<td>Summative: Students will read an article on Mentorship for Entrepreneurs. They will write down ways in which mentors can help entrepreneurs.</td>
<td>ELA: Write a brief explanatory essay about how mentors can benefit entrepreneurs.</td>
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Alabama State Department of Education, Career and Technical Education/Workforce Development, Plans of Instruction
Updated as of Aug 2, 2022
| Students research and create a presentation regarding agencies and government programs which encourage or support small businesses. | Formative: Lecture and presentation on various financing options and processes available to small businesses.  
Summative: Students will create a brochure either on Canva or using paper and colored pencils for entrepreneurs showing them various funding and opportunities for Small Business owners. | Lecture  
Nearpod on Financial options for small businesses. | Teacher Computer  
Student Computers  
Smart Board  
Canva  
https://nearpod.com/t/social-studies/9th/financing-options-for-small-businesses-L114508242 |
Key Vocabulary

entrepreneurship, economy, entrepreneur, intrapreneur, characteristics, risks, trends, entrepreneurship, economic concepts, entrepreneurial venture, supply and demand, determinants, economic environment, influence, decision-making, ethical responsibilities, social responsibilities, wants, needs, customers, produce, product, service, interpersonal relationships, organization, factors, business relations, communication, honesty, interpersonal relationships, conflicts, traits, behaviors, entrepreneurial, gather, evaluate, mentors, benefit, entrepreneurs, agencies, government, programs, small business

Work-Based Learning, Simulated Work Experiences, and Experiential Learning:

Local entrepreneur comes to talk about starting a business.

CTSO Connection:

FBLA- Elevator Speech Competitive Event

Certification/Credential Connection:

MOS Word 2019/365
Unit 3 Title: Business Operations

Content Standards
6. Manage and operate an actual or simulated business.
   6a. Determine a basic marketing strategy and estimate how pricing will affect the strategy.
   6b. Complete paperwork required for a successful business.

7. Research, develop, and present a business plan.
   7a. Identify and describe the parts of a business plan.
   7b. Explain why it is important for an entrepreneur to have a business plan.

Unpacked Learning Objectives

Students know:
● How to operate a business.
● A marketing strategy.
● How to estimate how pricing will affect the strategy.
● How to complete paperwork required for a successful business.
● How to create a business plan.
● The parts of a business plan.
● The importance of a business plan.

Students are able to:
● Demonstrate the necessary actions to manage and operate a business.
● Identify different types of basic marketing strategies.
● Take a position on a basic marketing strategy and estimate how pricing will affect the strategy.
● Complete paperwork required for a successful business.
● Research the necessary parts of a business plan.
● Create a business plan.
● Share a completed business plan.
● Describe the key parts of a business plan.
● Evaluate the importance of a business plan.

Students understand that:
● Managing and operating a business is hard work.
● Basic marketing strategies are affected by pricing.
- Certain paperwork must be completed and approved in order to start a business.
- Certain paperwork must be completed and approved in order to start a business.
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- Certain paperwork must be completed and approved in order to start a business.

<table>
<thead>
<tr>
<th>Unit Driving/Essential Question</th>
<th>How can I create a Business Plan that effectively conveys all the essential information needed to outline a Business?</th>
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</thead>
<tbody>
<tr>
<td>Exemplar High Quality Unit Task</td>
<td>Students will create a Business Plan that includes an Executive Summary, Company Description, Market Analysis, Organization and Management, and Funding Requests.</td>
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</table>
## Map of Student Learning by Learning Objective

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<tbody>
<tr>
<td>Students get an opportunity to have real-life experience managing and operating an actual or simulated business.</td>
<td>Formative: Students will utilize Cool Math Games-Coffee Shop to create a simulated workplace. They will document their initial investments, cost, and profits using spreadsheet software (Excel, Google Sheets, etc.) Summative: Students run a temporary coffee shop.</td>
<td>Simulated Workplace</td>
<td>SCI: N/A</td>
<td>Equipment List by CTE Cluster</td>
</tr>
<tr>
<td>Students choose a basic marketing strategy and strategize how pricing will affect the strategy.</td>
<td>Formative: Students will research different marketing strategies. Summative: Students will create a multimedia presentation showing 3 different marketing strategies, how they could use them for a sample product, and the</td>
<td>Research Brainstorm Compare/Contrast</td>
<td>ELA: Write a marketing strategy and explain how pricing will affect the strategy - using MLA (or another specified style) for Works Cited. SCI: N/A</td>
<td>Student Computers Teacher Computer Pencil Paper Smart Board</td>
</tr>
</tbody>
</table>

*Equipment List by CTE Cluster:*
- Student Computers
- Teacher Computer
- Pencil
- Paper
- Smart Board

*Link to Helpful Tech Tools:*
- [https://www.coolmathgames.com/0-coffee-shop](https://www.coolmathgames.com/0-coffee-shop)
<table>
<thead>
<tr>
<th>Students fill out all paperwork required for a successful business.</th>
<th>approximate cost of utilizing the strategy.</th>
<th>Formative: Teacher lecture and presentation on paperwork required for a successful business. Students will fill in the blank using guided notes.</th>
<th>Teacher lecture and presentation Teacher Model</th>
<th>SCI: N/A</th>
<th>Student Computers Teacher Computer Pencil Paper Smart Board Fill in the blank notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students find all necessary information, create and present a successful business plan.</td>
<td>Students will define the different parts of a business plan.</td>
<td>Brainstorm Research</td>
<td>SCI: Research environmental impact laws when creating a business plan. ELA: Research and create a Business Plan using MLA (or another specified style) including an Executive Summary, Company Description, Market Analysis, Organization and Management, and Funding Requests, (and Works Cited if needed).</td>
<td>Folders for business plan Paper for business plan Paper Pencils Teacher Computer Student Computer SmartBoard</td>
<td></td>
</tr>
<tr>
<td>Students will recognize and retell in your own words the parts of a business plan.</td>
<td>Formative: Teacher will present and lecture the different parts of a business plan. Students will follow along with a note taking guide.</td>
<td>Lecture NearPod on Business Plan</td>
<td>ELA: Write a brief explanatory essay of the parts of a business plan. SCI: N/A</td>
<td>Student Computers Teacher Computer Smart Board Note Taking Guide Pencils Business Plan Short Answer Test</td>
<td></td>
</tr>
<tr>
<td>Students describe why a business plan is essential for an entrepreneur.</td>
<td>Summative: Students will take a short answer test on the different parts of a business plan.</td>
<td>Formative: Students will watch an episode of Shark Tank. We will discuss the different types of questions that the sharks ask before investing and why these types of questions are essential. Summative: Quiz on different parts of a business plan. Students create a business plan that includes an Executive Summary, Company Description, Market Analysis, Organization and Management, and Funding Requests.</td>
<td>Video of Shark Tank episode Brainstorm ELA: Write a brief essay describing why a business plan is essential for an entrepreneur. SCI: N/A</td>
<td>Student Computers Teacher Computer Smart Board Quiz on Parts of a business plan Youtube.com for Shark Tank video</td>
<td><a href="https://nearpod.com/t/social-studies/9th/how-to-develop-a-business-idea-L114508215">https://nearpod.com/t/social-studies/9th/how-to-develop-a-business-idea-L114508215</a></td>
</tr>
</tbody>
</table>
Key Vocabulary

- actual business
- simulated business
- basic marketing strategy
- estimate
- pricing
- business plan
- entrepreneur

Work-Based Learning, Simulated Work Experiences, and Experiential Learning:

- Coffee Shop

CTSO Connection:

- FBLA Entrepreneurship
- DECA Entrepreneurship events

Certification/Credential Connection:
Unit 4 Title: Financial Concepts

Content Standards
8. Enumerate start-up costs for a new or expanding business and identify possible sources of funding.

9. Explain financial concepts and tools used by entrepreneurs in making business decisions.
   9a. Identify and explain the components of common financial documents.
   9b. Explain terms and concepts associated with starting and running a business.

10. Describe financial challenges encountered by small business owners.
    10a. Describe advantages and disadvantages of various types of funding for small businesses.

Unpacked Learning Objectives

Students know:
- The cost of starting or expanding a business.
- Where to find the sources necessary for funding the business.
- The financial concepts and tools necessary for entrepreneurs to make business decisions.
- The components of common financial documents.
- The steps to start and run a business.
- The challenges small business owners encounter.
- Advantages and disadvantages of funding for small businesses.

Students are able to:
- Calculate start-up costs for a new or expanding business.
- List funding sources for a new or expanding business.
- Describe how financial concepts and tools are used by entrepreneurs to make business decisions.
- List the components of common financial documents.
- Describe the components of common financial documents.
- Describe the key parts of starting and running a business.
- Summarize financial challenges small business owners will face.
- Differentiate types of funding for small businesses.
- Explain the advantages and disadvantages of the funding types.

Students understand that:
- Funding is available to start or expand a business.
- Business decisions involve using financial concepts and tools.
- It is important to understand common financial documents.
- Starting and running a business requires understanding certain terms and concepts.
- Challenges will occur in a business venture and you need to know how to conquer them.
- There are advantages and disadvantages of using certain types of funding.

<table>
<thead>
<tr>
<th>Unit Driving/Essential Question</th>
<th>Why is it important for a business owner to understand financial concepts? How does a business determine its wealth?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exemplar High Quality Unit Task</td>
<td>Students create a brochure explaining start-up costs and possible funding for small businesses.</td>
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</table>
## Map of Student Learning by Learning Objective

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<tbody>
<tr>
<td>Students can calculate the start-up costs for a new or expanding business and find possible sources of funding.</td>
<td>Formative: Teacher lecture and presentation on start up costs and how businesses seek funding. Students will follow along with filling in the blank notes. Summative: Students will create a multimedia presentation- on one slide they will list possible startup costs. On another slide they will choose a potential business. They will research and calculate the startup costs. After students have calculated the start up costs, they will list possible sources of funding.</td>
<td>Research Brainstorm Lecture about start-up costs and sources of funding for a new business</td>
<td>SCI: Analyze and organize financial data in an excel sheet or table format.</td>
<td>Equipment List by CTE Cluster Link to Helpful Tech Tools</td>
</tr>
</tbody>
</table>

<p>| Student Computers Teacher Computer Microsoft Office PowerPoint Smartboard Fill in the blank notes Pencil |</p>
<table>
<thead>
<tr>
<th>Students describe financial concepts and tools used by entrepreneurs in making business decisions.</th>
<th>Formative: Students will be given a seasonal Oreo. We will conduct a SWOT Market Analysis of the Product as a class. Summative: Students will be given a list of possible business ventures, and conduct a SWOT Market Analysis highlighting the strengths, weaknesses, opportunities, and threats to starting this business.</th>
<th>Whole Group Project Teacher Model conducting SWOT Market Analysis Research Brainstorm</th>
<th>ELA: Write a brief essay describing financial concepts and tools used by entrepreneurs in making business decisions. SCI: N/A</th>
<th>Pencils Graphic organizer (list of businesses, and SWOT analysis) Student computers Teacher Computer Oreos</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students identify and describe components of common financial documents.</td>
<td>Formative: Teacher lecture and presentation on components of common financial documents. Students will follow along with filling in the blank notes. Summative: Students will compare and contrast Balance Sheets, Income Statements, and Cash Flow Statements.</td>
<td>Teacher lecture and presentation Demonstrate how to fill out financial statements while explaining various components</td>
<td>SCI: N/A</td>
<td>Teacher Computer Example Balance Sheets Example Income Statements Example Cash Flow Statements Pencils SmartBoard Fill in the blank notes</td>
</tr>
<tr>
<td>Students describe vocabulary and concepts associated with starting and running a business.</td>
<td>Formative: Students will define and describe the importance of the following terms: funding, investment, start up Summative: Students will be given a list and they will have to determine if each</td>
<td>Research Brainstorm</td>
<td>ELA: Students write a brief explanatory essay about certain specified vocabulary and concepts associated with starting and running a business. SCI: Students work in teams to devise an</td>
<td>Teacher Computer Student Computers Smart Board</td>
</tr>
</tbody>
</table>
| Students retell in their own words financial challenges that a small business owner might encounter. | Formative: Students will brainstorm and discuss what challenges small businesses face versus their big business counterparts.  
Summative: Students will be given an article on why so many small businesses fail and they will analyze it. | Research  
Brainstorm  
Popcorn read | ELA: Write a brief essay/summary explaining financial challenges that a small business owner might encounter.  
SCI: N/A | Student Computers  
Teacher Computer  
Pencil  
Paper  
Smart Board |
|---|---|---|---|---|
| Students create a document that retells advantages and disadvantages of various types of funding for small businesses. | Formative: Teacher lecture on various funding for small businesses. Students will be questioned for understanding.  
Summative: Students create a brochure explaining different types of funding available for small businesses. They list the advantages and disadvantages for each one. | Teacher Lecture  
Research  
Brainstorm | ELA: Write a short paragraph elaborating on the different types of funding available for small businesses  
SCI: Create questionnaires and devise work samples through inferences, observations, and collecting data on the disadvantages and disadvantages of various types of funding for small businesses. | Student Computers  
Teacher Computer  
Smart Board  
canva.com |
Key Vocabulary

- enumerate
- expanding
- sources
- funding
- financial concepts
- decisions
- common financial documents
- terms
- financial challenges
- small business owners
- funding

Work-Based Learning, Simulated Work Experiences, and Experiential Learning:

- Creating a small business; Help create a marketing tool and/or website for a small business

CTSO Connection:

- FBLA- Business Financial Plan

Certification/Credential Connection:

- Excel Certification
Unit 5 Title: E-commerce Opportunities

Content Standards
11. Research and share information about ways entrepreneurs can effectively utilize the Internet.
   11a. Identify business opportunities afforded by the Internet which are not available in other venues.
   11b. Describe the advantages and disadvantages of using the Internet to do business.
   11c. Evaluate a variety of websites in terms of functionality, attractiveness, and customer usability.

Unpacked Learning Objectives

Students know:
- Entrepreneurs can effectively use the Internet.
- That the Internet can allow business different opportunities than store front businesses.
- The Internet has advantages and disadvantages.
- Websites are used in a variety of ways with different functionality, attractiveness and usability techniques.

Students are able to:
- Find out what the differing features of the Internet that will help entrepreneurs.
- List business opportunities the Internet gives that other venues do not.
- Explain the advantages and disadvantages of using the Internet to conduct business.
- Assess websites for functionality, attractiveness, and customer usability.

Students understand that:
- Entrepreneurs play an important role in our economy.
- There are similarities and differences between entrepreneurship, entrepreneur and intrapreneur.
- Entrepreneurship has risks.
- Entrepreneurship is an ever evolving business that changes with the times.
- Entrepreneurs use economic concepts to help make decisions.
- Supply and demand are important concepts within our economy.
- Economic environments influence decision-making by entrepreneurs.
- Entrepreneurs face social and ethical responsibilities.
- Entrepreneurs must understand and determine the wants and needs of their customers.
- There are two types of businesses, one that produces a product and one that provides a service.
- Interpersonal relationships are crucial in the workforce.
- Certain factors can and will affect business relations.
- You can improve interpersonal relationships.
● There are certain traits and characteristics that a person should have in order to be successful in business.
● Having a mentor is a valuable tool when becoming an entrepreneur.
● Certain agencies and government programs are available to help encourage and support small businesses.
● Managing and operating a business is hard work.
● Basic marketing strategies are affected by pricing.
● Certain paperwork must be completed and approved in order to start a business.
● Funding is available to start or expand a business.
● Business decisions involve using financial concepts and tools.
● It is important to understand common financial documents.
● Starting and running a business requires understanding certain terms and concepts.
● Challenges will occur in a business venture and you need to know how to conquer them.
● The Internet can be a useful tool in business.
● Using a website can be beneficial.

<table>
<thead>
<tr>
<th>Unit Driving/Essential Question</th>
<th>How can an e-commerce business become successful? How has the internet and e-commerce helped to create and expand opportunities for business owners?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exemplar High Quality Unit Task</td>
<td>Students create a website for an e-commerce business.</td>
</tr>
</tbody>
</table>

Alabama State Department of Education, Career and Technical Education/Workforce Development, Plans of Instruction
Updated as of Aug 2, 2022
## Map of Student Learning by Learning Objective

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<tr>
<td>Students find and present ways entrepreneurs can effectively utilize the Internet.</td>
<td>Formative: Students will research different businesses and explain how they are effectively using the internet to sale their product. Summative: Students pick a start-up business or product and create a website for it.</td>
<td>Research Teacher Model to utilizing website creator.</td>
<td>ELA: Write a short research essay using MLA (or another specified style) about ways entrepreneurs can effectively utilize the Internet. SCI: N/A.</td>
<td>Student Computers Teacher Computer Pencil Paper Smart Board wix.com</td>
</tr>
<tr>
<td>Students find business opportunities afforded by the Internet which are not available in other areas.</td>
<td>Formative: Students will brainstorm and research what kind of businesses are better suited online versus storefront. Summative: Class creates a master list of business opportunities afforded by the internet which are not available in other areas.</td>
<td>Research Brainstorm.</td>
<td>SCI: Students can research and make comparisons on how businesses are incorporating science into the workplace. ELA: Write a brief explanatory essay about what kind of businesses are better suited online.</td>
<td>Student Computers Teacher Computer Pencil Paper Smart Board Large Post its for Master List</td>
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<tr>
<td>Students retell the advantages and disadvantages of using the Internet to conduct business.</td>
<td>Formative: Teacher lecture with presentation about the pros and cons of conducting business online. Summative: Students create a presentation listing the pros or cons of conducting business online.</td>
<td>Teacher Presentation Research Brainstorm</td>
<td>ELA: Write a brief explanatory essay about the advantages and disadvantages of using the Internet to conduct business. SCI: N/A</td>
<td>Student Computers Teacher Computer Pencil Paper Smart Board</td>
</tr>
<tr>
<td>Students look at a variety of websites to evaluate them for functionality, attractiveness, and customer usability.</td>
<td>Formative: Students will brainstorm as a class and make a master list of things that make a website effective. Summative: Students will be given a list of 3 consumer websites and will create a review of each, telling why or why not they would buy from the site.</td>
<td>Research Brainstorm</td>
<td>SCI: Create questionnaires and devise work samples through inferences, observations, and collecting data on the difference of websites and their functionality, attractiveness, and customer usability.</td>
<td>Student Computers Teacher Computer Smart Board Paper Pencils</td>
</tr>
</tbody>
</table>
Key Vocabulary
entrepreneur, utilize, internet, opportunities, venues, advantages, disadvantage, website, functionality, usability

Work-Based Learning, Simulated Work Experiences, and Experiential Learning:
Creating an e-business

CTSO Connection:
FBLA- e-business

Certification/Credential Connection:
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