

DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 11-12/Entrepreneurship Skills

Course Code: 040011/034305

CIP Code: 52.0701/52.0101

COURSE INTRODUCTION:

An instructional program that provides a background for the development and operation of a business starting with the role of the entrepreneur in our economy to development of a business plan and the application of specific marketing skills and concepts within the business environment.

Instruction in this area prepares students to understand how to organize and operate a business. All students can benefit from an understanding of and appreciation for entrepreneurship and its role in the enterprise system.

This course is designed to provide students with the fundamental knowledge needed for organizing, developing, and implementing a business concern within the private free enterprise system. Topics of student will include learning the advantages and disadvantages of owning a business, preparing a business plan, choosing a location, securing a loan, determining organizational structure, and promoting a business.

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UNIT DESCRIPTION: Students will learn the development and operation of a business.		SUGGESTED UNIT TIMELINE: 1 WEEK CLASS PERIOD (min.): 50 MINUTES				
ESSENTIAL QUESTIONS: 1. What are the essential skills/characteristics of a successful entrepreneur?						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		Entrepreneurship Standards	PS	CCSS	NBEA Standards	DOK
1. Explain and discuss the need for entrepreneurial discovery		A.01		SL 11-12.4	Entre I.A.3.b	2
2. Assess global trends and opportunities		A.03		RST 11-12.2	Entre VII.A.3.a	3
3. Determine and assess opportunities for venture creation		A.04		RST 11-12.5	Entre I.C.3.d	2
4. Describe idea-generation methods		A.06		RH 11-12.8 WHST 11-12.8	Entre I.C.3.a	2
5. Generate venture ideas		A.07		WHST 11-12.2a WHST 11-12.8	Entre I.C.3.c	2
6. Determine feasibility of ideas		A.08		RH 11-12.2	Entre I.C.3.c	3
7. Describe entrepreneurial planning considerations		A.09		RST 11-12.5 WHST 11-12.9	Entre. I. A. 3C	2
8. Explain tools used by entrepreneurs for venture planning		A.10		RST 11-12.5 RST 11-12.7 RST 11-12.9	Entre. II. A. 3D	2

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9. Assess start-up requirements		A.11		RST 11-12.2 SL 11-12.1a	Entre. V. C. 3B	3
10. Assess risks associated with venture		A.12		RST 11-12.2 SL 11-12.1a	Entre. V. B. 3B	3
11. Describe external resources useful to entrepreneurs during concept development		A.13		RST 11-12.5 WHST 11-12.8 WHST 11-12.9	Entre. I. C. 3A	2
12. Assess the need to use external resources for concept development		A.14		RST 11-12.2 SL 11-12.1a	Entre. I. C. 3A	3
13. Evaluate risk-taking opportunities		A.26		RH 11-12.3 WHST 11-12.9	Entre. I. A. 3B	3
14. Demonstrate initiative		B.03		SL 11-12.4 RST 11-12.3	Car Devp. I. B. 3A	4
15. Exhibit passion for goal attainment		B.05		SL 11-12.4	Car Devp. II. A. 3B	2
16. Describe desirable entrepreneurial personality traits		B.12		RST 11-12.5 RST 11-12.9 WHST 11-12.6 WHST 11-12.9	Entre. I. B. 3A	2
17. Determine personal biases and stereotypes		B.13		RH 11-12.4	Entre. I. A. 3D	2
18. Determine interests		B.14		RH 11-12.2	Car. Dvpt. I.A. 3A	2
19. Evaluate personal capabilities		B.15		RH 11-12.3	Car. Dvpt. I. A. 3F	2
20. Conduct self-assessment to determine entrepreneurial potential		B.16		WHST 11-12.1a-e	Car. Dvpt. I. A. 3A	2
21. Demonstrate self-control		D.27		SL 11-12.1b	Entre. I. A. 3A	2
ASSESSMENT DESCRIPTIONS*: (Write a brief overview here. Identify Formative/Summative. Actual assessments will be accessed by a link to PDF file or Word doc.)						
Students make final presentation on the type of business determined to be a new venture.						

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<p>*Attach Unit Summative Assessment, including Scoring Guides/Scoring Keys/Alignment Codes and DOK Levels for all items. Label each assessment according to the unit descriptions above (i.e., Grade Level/Course Title/Course Code, Unit #.)</p>	
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)
7 10 18 19 20	1. Lecture, guided practice, independent learning
1-17 21	2. Interactive instruction, cooperative learning, individual learning
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)
7 10 18 19 20	1. Utilize attached worksheets for notes during lecture and guided practice. Have students complete self-assessment at: http://archive.sba.gov/assessmenttool/index.html
1-17 21	2. Students would brainstorm ideas for venture creation based on business category. i.e. manufacturing, service, e-business, etc. Students are able to argue their reasoning for the chosen option. Assessment would be based on need, costs, reality, student’s skills and ability to do.
<p>UNIT RESOURCES: (include internet addresses for linking)</p> <p>Consortium for Entrepreneurship Education, http://www.entre-ed.org</p> <p>MBA Research, http://www.mbaresearch.org/</p> <p>SBA, http://archive.sba.gov/assessmenttool/index.html</p> <p>Resources @ MCCE: BE 08.0301 C626A - Entrepreneurship- Teaching Strategies (NBEA)</p>	

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John, E. Clow

RESTON, VA, NATIONAL BUSINESS EDUCATION ASSOCIATION, 1998.

BOOK — Teaching strategies to achieve mastery of the standards for entrepreneurship education as developed for the National Standards for Business Education. Twenty six lessons to be used with teacher's curriculum; includes objectives and procedures.

BE 08.0301 C626B - Entrepreneurship Teaching Strategies - Handouts (NBEA)

Clow, John, E.

RESTON, VA, NATIONAL BUSINESS EDUCATION ASSOCIATION, 1998.

BOOK — Teaching strategies to achieve mastery of the standards for entrepreneurship education as developed for the National Standards for Business Education. Twenty six lesson plans to be used with teacher's curriculum; includes objectives and procedures.

BE 08.0301 D190 - Economics & Entrepreneurship: Operating a Classroom Business in the Elementary and Middle School, Revised

Harlan R. Day

NEW YORK, NY, NATIONAL COUNCIL ON ECONOMIC EDUCATION, 2008.

BOOK — This guide includes procedures, hands-on teaching activities, classroom projects and interactive discussion questions to help students explore important business and economics concepts. Includes economic assessments and a business and economics attitude survey to measure students' knowledge of running a business, and an annotated bibliography of 45 childrens' books to integrate a language arts component into the activities. Grades K - 8.

BE DVD ROM 90 - The Google Boys

A&E Television Networks

NEW YORK, NY, A&E TELEVISION NETWORKS, 2006.

DVD ROM — NOTE: Contains incident of objectionable language, may elect to preview before showing to a class. This program explores the lives of Larry Page and Sergey Brin, the two Stanford Ph.D. candidates who founded Google, a university research project that bloomed into a worldwide corporate empire. 50 minutes.

MCE 11.0112 ENTP 24 - How to Start & Operate a Small Business: A Guide for the Young Entrepreneur

Steve Mariotti, et al.

NFTE, 2001.

BOOK — This 2 module guide is for students seeking to learn how to start and operate a small business. Great for entrepreneur education! See accompanying workbook MCE 11.0112 ENTP24a (Must be checked out separately.)

MCE 11.0112 ENTP 24A - How to Start & Operate a Small Business Workbook: A Guide for the Young Entrepreneur

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Steve Mariotti, et al.

NFTE, 2001.

BOOK — This is the student workbook for this 2 module student entrepreneur study tool.

MCE 11.0112 I536 - Entrepreneurship in the Classroom: Connection to the Workplace

Lina S. Ingraham, MA, CFCS

JACKSONVILLE BEACH, FL, LINX EDUCATIONAL PUBLISHING, INC., 2002.

BOOK — This curriculum provides the background information and resources to establish school-based businesses that teach entrepreneurial skills.

MCE 11.0112 S348 - 401 Questions Every Entrepreneur Should Ask

James L. Silverster

FRANKLIN LAKES, NJ, CAREER PRESS, 2007.

BOOK — The author reviews 25 functional areas of operation of the typical entrepreneurial enterprise. Includes hundreds of questions any entrepreneur should ask. High School, Post Secondary and Adult.

MCE DVD ROM 34 - Introducing Entrepreneurs

Film Ideas

WHEELING, IL, FILM IDEAS, 2009.

DVD — Learn the stories behind the Frisbee, the Slinky, and blue jeans. Meet an entrepreneur who started a lemonade stand to raise money for playground equipment, then grew so successful she was able to make over an entire park. Middle to High School. Approximately 28 minutes.

MCE CD ROM 6 - GoVenture Entrepreneurship Simulation

Dell Rogers, Mathew Georghiou, Margaret Williams

SYDNEY, NOVA SCOTIA, CANADA, MEDIA SPARK, 2003.

CD ROM — THIS CAN BE LOANED OUT SO A TEACHER CAN REVIEW IT AND DETERMINE IF THEY WISH TO PURCHASE IT. Software simulation offers "hands-on" experiences with the challenges and rewards of doing business as owner. Introduces students to many different variables, ranging from negotiating a loan to buying advertising. PC, Power Macintosh or iMac. Use it to introduce the concept of ownership and to set the stage for skill development in each area. Includes book.

MCE DVD ROM 34.1 - How I Made My Millions

Films for the Humanities & Sciences

PRINCETON, NJ, FILMS FOR THE HUMANITIES & SCIENCES, 2008.

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DVD ROM — Ten entrepreneurship case studies that profile successful companies and product lines that began with nothing but a great idea. Among the innovators featured are Lonnie Johnson, inventor of the Super Soaker water gun; Jim McCann, founder of 1-800-FLOWERS; Brian Scudamore, founder of 1-800-GOT-JUNK; Roxanne Quimby, the struggling artist who co-created the Burt's Bees product line; Tom Garnier, whose obsession with industrial shredders led to SSI Shredding Systems; David and Shari Gold, the husband-and-wife team at the helm of the 99 Cent Only Stores retail chain; and Todd Greene, inventor of the user-friendly HeadBlade. A CNBC Original Production. 44 minutes.