

District Overview:

The overarching goal of the business department is to prepare students for the many places of their personal and professional lives. A basic understanding of the language of business and technology can drastically improve understandings and decision making for life choices. In the curriculum, students will not only be exposed to basic business concepts, but also the skills of presentation, critical thinking, teamwork, creativity, and other skills in high demand. The department will provide a myriad of experiential learning through interactions with experts in the field, location visits, simulations, industry certifications, and real-world problems taken from the business community. By infusing our curriculum with these real-world experiences, we can provide meaningful learning experiences that allow students to take ownership in their learning.

Entrepreneurship Description:

The time is now, the place is here! You have spent your high school career preparing to build your business empire. You will take your business from concept to reality in this class. During this class, you will apply a vast array of skills developed throughout your high school career and put them to the test to see how much profit you can make. You will develop a comprehensive business plan that will be presented to a group of investors. After getting an initial investment, you and your team will be responsible for running the operations of the business and making sure the business makes a profit.

Units:

- Unit 1: Entrepreneurship Skills & Characteristics
- Unit 2: Entrepreneurs in a Market Economy
- Unit 3: Types of Ownership
- Unit 4: Business Creation
- Unit 5: Financing
- Unit 6: Business Plan



Subject: Building a Business Empire	Grade: 11 & 12	Suggested Timeline: 1 weeks/5 periods
Unit Title: Entrepreneurship Skills & Characteristics		
Unit Overview/Essential Understanding: Students will learn the skills and characteristics involved in being an entrepreneur. They will have the opportunity to self-analyze what skills/characteristics they currently have and what skills/characteristics they will need to develop. Students will have the opportunity to set goals and go through the problem-solving process. Essential Questions: <ul style="list-style-type: none">• Is being an entrepreneur the right fit for me?• Why do organizations succeed or fail?• How do I set organizational goals?• How do I use the problem-solving process to be a successful entrepreneur?		
Unit Objectives: Students will be able to: <ul style="list-style-type: none">• Define the types of characteristics and skills entrepreneurs exhibit• Develop SMART goals• Develop a process to solve a problem• Identify key aspects to successful companies• Understand strengths and weaknesses in one's self		
Focus Standards Addressed in this Unit: <ul style="list-style-type: none">• 15.5.12. A - Analyze personal choices in preparation for entrepreneurship• 15.5.12. B - Evaluate personal management and organizational abilities to succeed in entrepreneurship• 15.8.12.E - Evaluate how businesses are organized to achieve desired goals• NBEA - Entrepreneurship - Entrepreneurs and Entrepreneurial Opportunities B - Assess one's personal qualification become an entrepreneur		



Important Standards Addressed in this Unit:

- 15.5.8.B - Identify management and organizational skills needed for entrepreneurship
- 15.3.8.P - Describe leadership communication skills necessary for goal setting and generating ideas

Misconceptions:

- The only good entrepreneurs are in big companies.
- Goals are not important.
- I cannot be an entrepreneur.
- Entrepreneurs are lucky.

Concepts/Content:

- Entrepreneur skills/characteristics
- SMART Goals
- Key aspects to successful companies
- Problem solving process
- Analysis of personal skills

Competencies/Skills:

- Students will be able to look at their own attributes and evaluate what entrepreneurial skills/characteristics they have and be able to set goals to develop the characteristics they do not have.
- Students will be able to identify strengths and weakness of an organization.

Description of Activities:

- Multiple entrepreneurial quizzes
- Summarization of skills and characteristics
- Case studies on entrepreneurs and organizations
- Self-awareness goal setting

Assessments:

- Goals Setting - Students will develop goals that fit the SMART process
- Entrepreneur Presentation - Students will research an entrepreneur and give a presentation that details why the organizations they have worked for are successful and how the student compares to the entrepreneur

Interdisciplinary Connections:

- Presentation and persuasive writing

Additional Resources:

- District approved resources

Subject: Building a Business Empire	Grade: 11-12	Suggested Timeline: 2 weeks/10 periods
Unit Title: Entrepreneurs in a Market Economy		
<p>Unit Overview/Essential Understanding: Students will develop an understanding of how entrepreneurs affect the market. During the unit, the students will study the problem of scarcity and how it affects entrepreneurs' decision making and the opportunity costs that are associated with these decisions. Along with the problem of scarcity student will analyze supply and demand trends to understand how market forces shift these curves in favor or not in favor of a product.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How does the role of an entrepreneur affect the economy? • How can certain market forces effect my products/service? • How does the availability of economic resources affect entrepreneurial decisions? • How can variable costs be like opportunity costs? 		
<p>Unit Objectives: Students will be able to:</p> <ul style="list-style-type: none"> • Identify opportunity costs of decisions • Analyze the effect of market forces on product/services • Understand how to allocate scarce resources • Look for market opportunities based off consumer needs 		
<p>Focus Standards Addressed in this Unit:</p> <ul style="list-style-type: none"> • 15.5.12.C - Analyze the impact of entrepreneurship in the domestic economy • 15.9.12.L - Analyze the costs and benefits of using technology in marketing to gain a competitive advantage • NBEA - Entrepreneurship - Entrepreneurs and Entrepreneurial Opportunities A - Examine how outside influences play an important role in the choice of paths an entrepreneur chooses 		

- NBEA - Entrepreneurship - Entrepreneurs and Entrepreneurial Opportunities C - Explain the feasibility of starting a home-based business or internet-based business

Important Standards Addressed in this Unit:

- 15.5.12.F - Research the opportunities for local entrepreneurship in the global economy and discuss the impact of government regulations

Misconceptions:

- Money is the only type of loss
- There is no opportunity locally
- Market forces are easy to see coming
- A small entrepreneur does not affect the economy that much
- Entrepreneurs just tell other people what to do

Concepts/Content:

- Supply & demand
- Types of market forces
- Opportunity cost
- Butterfly effect
- Scarcity
- Law of diminishing return
- Market structures

Competencies/Skills:

- Students will be able to analyze the many types of decisions an entrepreneur needs to make based on scarcity, supply & demand, market forces, and opportunity costs.
- Students will start to develop a basic plan and vision for their own company.

Description of Activities:

- Students will analyze case studies on market forces and how they affect products/services.
- Law of diminishing return activity - Students will eat cookies until the value of the next cookie starts to lose value.
- Sketch shifts in supply and demand curves.

Assessments:

- Grocery Delivery Service Analysis - Students will use all information gained from unit to provide a recommendation for a grocery delivery service - the presentation will include information on how all the concepts learned will affect the services
- Entrance and Exit tickets
- Graphic Organizers



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Interdisciplinary Connections:

- Presentation and persuasive writing

Additional Resources:

- District approved resources

Subject: Building a Business Empire	Grade: 11-12	Suggested Timeline: 1 weeks/5 periods
Unit Title: Types of Ownership		
<p>Unit Overview/Essential Understanding: Each type of ownership has its own pro's and con's. In this unit students will be exposed to the different types of ownership and start to think about which type of ownership would be the best fit for their business plan. They will take a deeper look into how different ownerships are affected by government and tax regulations.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How do I decide on an ownership type? • How do government regulations affect my ownership decision? 		
<p>Unit Objectives: Students will be able to:</p> <ul style="list-style-type: none"> • Identify types of ownership • Apply the ownership type to best scenario • Research government and tax regulations 		
<p>Focus Standards Addressed in this Unit:</p> <ul style="list-style-type: none"> • 15.5.12. E - Evaluate legal forms of business entities when considering entrepreneurship (e.g., existing business, franchise, new business, corporation, LLC, partnership, sole proprietorship) • 15.5.12. F - Research the opportunities for local entrepreneurship in the global economy and discuss the impact of government regulations • NBEA - Entrepreneurship - Entrepreneurs and Entrepreneurial Opportunities C - Compare and contrast the advantages and disadvantages of the different types of ownership 		
<p>Important Standards Addressed in this Unit:</p> <ul style="list-style-type: none"> • 15.8.12.E - Evaluate how businesses are organized to achieve desired goals 		

<p>Misconceptions:</p> <ul style="list-style-type: none"> • Incorporating is the only way to go. • Government regulations are not costly. • The government will not catch me if I do not adhere to regulations. 		
<p>Concepts/Content:</p> <ul style="list-style-type: none"> • Types of ownership • Types of Tax/Government regulations 	<p>Competencies/Skills:</p> <ul style="list-style-type: none"> • Students will be able to decide on a type of ownership for different scenarios and understand how government/tax regulations effect ownership types differently. 	<p>Description of Activities:</p> <ul style="list-style-type: none"> • Role plays of ownerships • Graphic novel on tax and government regulations
<p>Assessments:</p> <ul style="list-style-type: none"> • Scenario Decisions- students will have to present on what the best type of ownership is for different scenarios and highlight different regulations an entrepreneur may encounter • Entrance and Exit tickets • Graphic organizer collection 		
<p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"> • Presentation and persuasive writing 	<p>Additional Resources:</p> <ul style="list-style-type: none"> • Approved district resources 	



Subject: Building a Business Empire	Grade: 11-12	Suggested Timeline: 2 weeks/10 periods
Unit Title: Business Creation		
Unit Overview/Essential Understanding: This unit will cover the many tasks that need to happen to start a business. This unit will cover how entrepreneurs pick locations, vendors, and build a starting inventory (if needed). Developing a solid mission and vision statement for the company will also be covered.		
Essential Questions: <ul style="list-style-type: none">• How do I choose a location for my business?• How do I decide how much inventory to purchase?• How do I decide on what vendors to use?• Why is a clear vision and mission statement important?		
Unit Objectives: Students will be able to: <ul style="list-style-type: none">• Understand why business choose certain locations• Look at the cost of holding inventory• Analyze the advantages and disadvantages of using different types of vendors• Develop a clear and concise mission and vision statement		
Focus Standards Addressed in this Unit: <ul style="list-style-type: none">• 15.5.12. I - Evaluate the functions of operations management as influenced by the business parameters• 15.8.8.D - Discuss the function of mission, vision, goals, and objectives within a business plan• NBEA - Entrepreneurship - Entrepreneurs and Entrepreneurial Opportunities C - Describe an entrepreneurial opportunity and formulate the steps in establishing a business oriented toward that opportunity		
Important Standards Addressed in this Unit: <ul style="list-style-type: none">• 15.8.12.E - Evaluate how businesses are organized to achieve desired goals		

<p>Misconceptions:</p> <ul style="list-style-type: none"> • A mission statement is not important. • I do not need to keep track of inventory. • All vendors are the same. 		
<p>Concepts/Content:</p> <ul style="list-style-type: none"> • Location dynamics • Mission statement • Vision statement • Vendor strength/weaknesses • Inventory processes 	<p>Competencies/Skills:</p> <ul style="list-style-type: none"> • Students will be able to analyze how much inventory to start with, vendors they will use, and possible location sites. • Students will also be able to write a clear and concise mission and vision statement. 	<p>Description of Activities:</p> <ul style="list-style-type: none"> • Case Studies • Inventory calculation activity • Mission/Vision statement research • Location Brainstorm
<p>Assessments:</p> <ul style="list-style-type: none"> • Case study analysis • Mission/vision statement creation 		
<p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"> • Basic math calculations 	<p>Additional Resources:</p> <ul style="list-style-type: none"> • District approved resources 	

Subject: Building a Business Empire	Grade: 11-12	Suggested Timeline: 3 weeks/15 periods
Unit Title: Financing		
<p>Unit Overview/Essential Understanding: In this unit students will start calculating what it will cost to start-up and run a business. Students will explore the different ways to get capital to start up a business. They will get the opportunity to look at the many different fixed and variable costs that go into owning a business. They will also identify and create different financial statements.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • What are my estimated startup costs? • How do I obtain capital to start my business? • How do I prepare and read financial documents? • What inferences can I take from financial documents? 		
<p>Unit Objectives: Students will be able to:</p> <ul style="list-style-type: none"> • Calculate total monthly costs • Understand how fixed and variable costs may affect pricing • Read a balance, cash flow, and income statement • Create financial statements 		
<p>Focus Standards Addressed in this Unit:</p> <ul style="list-style-type: none"> • 15.8.8.R - Interpret data on financial statements as it relates to management decisions • 15.1.12.X - Analyze and perform breakeven and cost benefit analyses to support financial decisions • 15.5.12.M - Analyze funding sources for an entrepreneurship including, IPO, venture capital, loans, and owner capital • NBEA - Entrepreneurship - Entrepreneurs and Entrepreneurial Opportunities C - Analyze potential business opportunities in relation to personal preferences, financial worthiness, and perceived risk 		

<p>Important Standards Addressed in this Unit:</p> <ul style="list-style-type: none"> • 15.1.8.X - Identify and list examples of fixed and variable costs • 15.1.12.R - Explain the primary areas of analysis (trend analysis, profitability, liquidity, capital structure) and the information that can be obtained from each 		
<p>Misconceptions:</p> <ul style="list-style-type: none"> • Costs are limited. • I cannot read a financial statement. • Fixed and variable costs effect the price of a project equally. 		
<p>Concepts/Content:</p> <ul style="list-style-type: none"> • Variable/fixed expense • Product placement • Methods of accounting • Cash flow statement • Income statement • Balance sheet • Net worth • Sources of capital • Sources of debt 	<p>Competencies/Skills:</p> <ul style="list-style-type: none"> • Students will be able to make inferences based on financial data. • Students will be able to brainstorm all costs and how it will affect their business. • Students will have an understanding of how to obtain capital and how debt affects your company. 	<p>Description of Activities:</p> <ul style="list-style-type: none"> • Analyze financial statements • Brainstorming of costs • Categorizing costs • Creation of a balance sheet
<p>Assessments:</p> <ul style="list-style-type: none"> • Financial statement production • Exit/Entrance ticket • Collection of brainstorming activities 		
<p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"> • Accounting/math 	<p>Additional Resources:</p> <ul style="list-style-type: none"> • District approved resources 	

Subject: Building a Business Empire	Grade: 11-12	Suggested Timeline: 9 weeks/45 periods
Unit Title: Business Plan		
<p>Unit Overview/Essential Understanding: This unit will be the culminating project for the course. Student will use everything they have learned in previous business classes and units to create a business that sells products or services. Students will be responsible for creating the brand, requesting capital, marketing, accounting, and providing customer service.</p> <p>Essential Questions</p> <ul style="list-style-type: none"> • How do I run a profitable business? • How do regulations affect my business? • Where can I get funding for my business? • How do I know I am reaching my target market? 		
<p>Unit Objectives: Students will be able to:</p> <ul style="list-style-type: none"> • Identify the parts of a business plan • Implement a business plan • Troubleshoot potential problems that arise • Obtain a capital investment • Keep accurate records 		
<p>Focus Standards Addressed in this Unit:</p> <ul style="list-style-type: none"> • 15.5.12. D - Create a business plan using appropriate data to support the business concept 		
<p>Important Standards Addressed in this Unit:</p> <ul style="list-style-type: none"> • 15.1.12.X - Analyze and perform breakeven and cost benefit analyses to support financial decisions • 15.5.12. I - Evaluate the functions of operations management as influenced by the business parameters 		



- 15.5.12.M - Analyze funding sources for an entrepreneurship including, IPO, venture capital, loans, and owner capital

Misconceptions:

- Having a plan is not important.
- Regulations do not apply to me.
- Everyone will buy my product.
- Theft is not an issue.
- I only need to sell a few units to make a profit.

Concepts/Content:

- Parts of a business plan
- Marketing research
- Brand development
- Financial documents
- Capital Investment

Competencies/Skills:

- Students will be able to create a complete business plan and be able to sell that plan to potential investors.
- After students obtain capital for a business, they will then be responsible for marketing, selling, and record keeping for the business.

Description of Activities:

- Creation of business plan
- Presentation to investors
- Daily business activities to sell product

Assessments:

- Daily meetings with teacher
- Business plan critiques
- Presentation of plan
- Submission of financial data and marketing data

Interdisciplinary Connections:

- Technical Writing
- Accounting

Additional Resources:

- Business plan template