

Entrepreneurship A/B

Santa Maria Joint Union High School District

Submitted: May 28, 2019

Decision: May 28, 2019

Submission Feedback

APPROVED

Basic Course Information

School(s) Offering This Course:

School Name	Course Learning Environment	Transcript Code(s)	
Pioneer Valley High School (053847)	Classroom Based	Abbreviation	Course Code
		EmpwrEntreprn A	BU6027
		EmpwrEntreprn B	BU6028

Title:	Entrepreneurship A/B
Length of course:	Full Year
Subject area:	College-Preparatory Elective (G) / Interdisciplinary
UC honors designation?	No
Prerequisites:	Computer Applications (Recommended)
Co-requisites:	Accounting & Finance (Recommended)
Integrated (Academics / CTE)?	Yes: Entrepreneurship and Self-Employment
Grade levels:	11th, 12th

Course Description

Course Overview:

This course is designed to develop and promote entrepreneurial literacy among high school students through a project based learning approach. Through collaboration, communication, creativity, and critical thinking students will acquire skills and understand the effective applications to real world business, leadership and management and how it applies to our economic structures with a primary focus through Entrepreneurship and Marketing

Course Content:

UNIT 1 - Entrepreneurship, 4 weeks

This unit will cover the fundamentals of entrepreneurship and explore the role it plays in business development and the economy. Students assess their personality type and link it to their personality portrait and identify parallels to entrepreneurial characteristics in writing. Students will analyze and interpret the traits needed to succeed in entrepreneurship. Students will read and research, define, identify and evaluate the specific entrepreneurial characteristics: adaptability, competitiveness, confidence, discipline, perseverance, vision and risk taking. Students will research and identify barriers, successes and failures of entrepreneurs, with the intent of hypothesizing the importance of resilience. Students research "what it takes" to be an entrepreneur to investigate the evidence that shows how the United States and California have been historical entrepreneurial leaders. Ownership structures of various businesses will be analyzed and evaluated for their pros and cons.

Key Assignments:

Students will contact an entrepreneur and conduct an interview. The interview questions will be created by the class, compiled, and used by each team. There will be flexibility for students to add additional questions into their interview. The interview will be recorded with current audio or video technology or by hand, and a summary will be completed. The summary will be presented to the class upon completion. Students will apply a key component from the interview to their future in entrepreneurship, and provide a paragraph synopsis of the application.

- Students will analyze and create a bubble map of a characteristic that they possess to be an entrepreneur, based on the two articles listed below. This assignment will help the students analyze, critique, and explore their own entrepreneurial skills and characteristics.
- Students will work in teams to create and design a poster on the advantages and disadvantages of entrepreneurship, and the advantages and disadvantages of different ownership structures in different sectors of business.
- Students will select an entrepreneur and complete a research project. They will write a 2 page paper on their entrepreneur and give a 3-5 minute multimedia presentation to the class. The paper and presentation should include name, age, upbringing, current and past residences, education/business experience, galvanizing/important events in their life, interesting facts, and current/projected influence on the economy.

Course Resources Specific to Unit 1

- Personality Test Used to determine personality type of students.

- Personality Type Portraits Used to decode the personality type of students.
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UNIT 2 - Developing a Business Plan, 4 weeks

Teams of students will demonstrate an understanding of the elements and purpose the different components of a business plan. Teams will formulate and revise the necessary terms, components, and sections needed for creating a professional business plan. Teams will draft a mission statement and statement for purpose, construct core values, and create a vision statement. Teams will compare and contrast sample business plans with the goal of identifying strengths and limitations. Throughout the year students will amalgamate these components and elements of a business plan in a finished product. Teams will finalize their business idea and name, which will be the driving factor in business plan creation.

Key Assignments

- Students will collaborate and analyze, collect, and extrapolate their understanding of market research through campus surveys to draw conclusions regarding public perception of their business idea and name. The findings will be summarized in one page write-up which will be solidify their understanding of public perception with regards to their business and idea.
- The team of students will brainstorm, analyze, and formulate their business idea. Components will involve name, initial logo, purpose, mission, and model. a basic plan will be developed, which discusses the purpose of their business and the problem it will solve. The idea will be presented to their peers through a multimedia presentation. The presentation will begin to prepare them for their final presentation, promote strong communication skills, and allow evaluation of successful presentation components. Verbal feedback will be provided to each group following a question and answers session after each presentation.
- Teams of students create a live document spreadsheet that identifies the major components and categories of a finished business plan. Students will evaluate on their creation of a timeline of completion dates for each section, team member responsibilities, and space for notes/ideas/brainstorming. The document will be backed-up in a minimum of 2 alternate locations, to promote good technology use habits. Students will complete large amounts of work and the back-up process can help to minimize the chance of lost data.
- Teams will utilize an online website creator/host to begin the online marketing process. The business name, mission, and purpose will be updated. The website will be modified throughout the course as new information is gathered and compiled. The marketing unit will modify and adapt their business image.
- Students collaborate and analyze their business in the terms of short (1 to 2 years), medium (2-4 years), and long (5-10 years) term goals. Teams create 2-3 pages detailing their goals and how they impact business direction. This analysis will aid students in understanding timing in business goals. These goals will help in the creation of the business plan.

Course Resources Specific to Unit 2

- College Entrepreneurship business plan template. Spreadsheet. Text Editor.
 - finished business plan examples.
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UNIT 3 - Creativity & Innovation, 6 weeks

Students will analyze the concepts of creative flow through teaming: communication plus collaboration creates synergy (C+C=S). The students will develop creative thinking skills applicable to entrepreneurship. Students apply the concepts of the creative process designing potential innovative products and/or services. Students synthesize various creative strategies, building confidence in their own ability to problem solve. The students will critique the nature of failure and why negative outcomes build core resiliency skills. Students analyze the concept of synergy in the 21st century workplace. Students analyze individual intrinsic motivation, thereby creating passion-based solutions. As we evolve into the 21st century, globalizes, knowledge-based, high-tech world the concepts of passion-based creativity skills are necessary for students to thrive and compete in the workplace.

Key Assignments:

- "Yes and...": Starting the Creative Flow
- Communications: Giving and getting the message
- Active Collaboration: Working with your strengths to build synergy
- Mini Project 1: "Looking into your World--Observing People Communicating"
- Project 2: Developing a Product
- Project 3: Addressing a need--using your passion to determine and develop idea/solution

Summary:

Mini Project 1: "Looking Into your World--Observing People Communicating"

Students will work in teams, conducting a two-day field research observing non-verbal communication and ineffective learning strategies. The parameters of the research include observing twenty observations in a public place, recording five different communication scenarios. They will then synthesize their findings with the team, creating a PowerPoint to share with the class. This research culminates in an oral presentation analyzing and critiquing their findings as they apply concepts of formal, oral communication skills.

Project 2:

Students, working in teams, design a floor plan, synthesizing their collaborative ideas using the link: <http://www.floorplanner.com/> (<http://www.floorplanner.com/>) This exercise allows the students to apply the concepts of collaborative creativity strategies as well as defining requirements for the startup costs for their financials.

Project 3:

Students will continue working in teams to apply the concepts of active collaboration and communication by assembling a prototyped model. In teams, students will critique the design ideas, and issue revisions for improving the prototyped model. In addition, students will develop possible marketing scenarios for the use(s) of a finished prototype. At the end of the process students will reflect and assess their individual and team efforts.

Culminating Project

Students will design and create their own product prototype. Students will use an iterative development process to refine their prototype for use as the lead-in to the other units that are used to develop the final business plan.

Course Materials specific to Unit 3:

- "7 Habits of Highly Effective Teens"., Sean Covey--The book is used to apply the concepts of this unit which enables the students to draw conclusions on the abstract concepts of creativity and innovation.

The goals of this unit are to challenge students to understand and incorporate effective management and leadership characteristics as they develop their business ideas. Students develop their creative problem solving skills, set long and short term goals and learn to motivate future employees to accomplish the organization's objectives and goals. In this course, students analyze for four management functions: planning, organizing, directing (staffing) and controlling. In addition, students compare and contrast the productive leadership styles and characteristics while investigating their preferred leadership style. Students identify and analyze ethical and socially responsible opportunities available to them. Students connect SMART (Specific, Measurable, Attainable, Realistic, and Timely) goals to strategic, tactical, operational and contingency goal setting. Finally students examine the effect of technology as they develop their management plan for using their business idea.

1. Planning - Students analyze the concepts of effective management planning. Students assess their individual business idea by planning their organization's goals and creating a realistic, detailed plan of action for meeting those goals. Students' management plan incorporates strategic, tactical, operational and contingency plans in their business ideas.

Students read and analyze the traits of a successful entrepreneurship leadership traits. Students critique the main leadership theories--autocratic, democratic and laissez-faire, connecting their preferred leadership style with one of these three theories. Students also investigate, compare and contrast leadership styles and characteristics using the textbook and Internet sources as reference material. Students design a plan to build their high-level teams based on strengths and skills needed for each position. Students incorporate SMART goals to set strategic, tactical operational and contingency goals for their business ideas.

2. Coordinating and Organizing - Students explore and design the most efficient layout for their business ideas. Students determine how many managers and employees needed to efficiently run their businesses. Students formulate hierarchical management structures best suited for their business idea. Students develop a customer service and training plan for their business idea. Included in the customer service plan are strategies for empowering managers and employees. Students construct the physical assets necessary to operate their business, including office buildings, stores, manufacturing equipment, computers and office furniture.

3. Staffing (Leading & Directing) - Students investigate staffing as it involves fulfilling the organization's structure through proper and effective selection, appraisal and development of the personnel to fill the roles assigned to their students' businesses. Students create job descriptions, compose staffing manuals for new employees, and develop orientation and training programs for their business idea. Students develop job enrichment plans which include decision making and problem solving and employee motivation to keep employees engaged. Students develop termination strategies for downsizing and for termination. Students also describe and illustrate the advantages to demonstrating high ethical and socially responsible behavior in their businesses. Students prove high ethical behavior has positive effect on moral and their businesses bottom line.

4. Controlling - Students apply the concepts of setting and measuring standards to verify the organizational goals are met. Students investigate inventory control systems to determine the best system for their business ideas. Students explore the international standards available and determine if these international standards are valuable to their businesses. Students develop inventory control strategies to measure the deviation of actual performance from the standard performance, and create a plan for identifying and correcting any deviations.

Key Assignments:

- **What Makes a Great Leader:** Students will identify characteristics of leadership by researching the lives of great American leaders. Students critique two web sites on the great entrepreneurs. Students formulate a hypothesis of the top ten traits that these great entrepreneurs demonstrated. In small teams, students analyze their assigned entrepreneur identifying the top ten traits of their entrepreneur. In addition students apply the entrepreneurship traits to their own lives connecting examples to the great entrepreneur. Small groups share with the class their findings. As a closing activity, students write a response to one of the following assessment questions: a) which character trait do you think was most helpful for your leader and why? b) Which of the leadership traits do you possess? c) How might you use these leadership traits in your future career?

- SMART Goals: Students start by prioritizing a list of business tasks. These tasks include the four areas of planning; strategic, operational, tactical and contingency planning. Instructor led discussion on the prioritizing and setting of SMART goals. SMART goals are Specific, Measurable, Attainable, Realistic and Timely. In small groups, students compose SMART goals for one of the four types of planning, strategic, operational, tactical or contingency planning. After sharing their SMART goals with the class, individually students create one SMART goal in each area of planning as related to their own business idea. Students discuss their SMART goals with their small group. Students critique and then revise SMART goals as needed.
- MLA paper analyzing the four functions of management: Using the key terms for this unit, students will compose a two-to-three page typed paper describing the planning, organizing, directing and controlling aspects of management. In addition students will analyze and connect the four functions of management to your business idea. When completing their paper, students will cite the textbook and provide two appropriate web sites to prove their analysis.

Course Resources Specific to Unit 4

- Entrepreneurship: *Owning Your Future*, NFTE (Network for the Teaching Entrepreneurship), Mariotti and Towle, 11th Edition, 2010, Pearson Education, Inc.
- Small Business Management: *An Entrepreneurial Emphasis*, Longnecker, Moore, Petty, et al. 13th Edition, 2006, South Western.
- Contemporary Business, Boone & Kurtz, 14th edition, Wiley.

Internet Resource Specific to Unit 4

- NBC News top 10 Greatest Entrepreneurs: <http://www.nbcnews.com/id/5519861/ns/business-smal...>
- Who are the Greatest America Entrepreneurs Ever? <http://www.forbes.com/sites/realspin/2013/11/03/wh...> (<http://www.forbes.com/sites/realspin/2013/11/03/wh...>).
- Build Your Management Team: <http://www.entrepreneur.com/article/83618>

UNIT 5 - Marketing, 9 weeks

Marketing is the process of creating, distributing, promoting, and pricing goods, services, and ideas to facilitate satisfying exchange relationships with customers in a dynamic environment. Students will create a skills and personality index to determine their preferences and abilities and where they might be best applied within the marketing process. Students will be prepared with a foundational knowledge base essential to practice industry standards skills. Students will work in small groups and collaborate in the development of marketing concepts from idea to reality. They will utilize the Internet to research current competitive products and build an environmental assessment, or SWOT (Strengths, Weakness, Opportunities, and Threats) analysis. By visiting consumer markets and analyzing product placement, product packaging, and in-store promotional materials, students will connect theoretical concepts to actual market practices. Marketing involves developing and managing a product that will satisfy customer needs. By utilizing primary research strategies, like focus groups, and online surveys, students can analyze consumers' wants and needs to clarify their specific target market. Students will utilize the database technology to collect, store, analyze and report findings for decision support. Students will apply spreadsheet skills to create financial analysis to predict appropriate pricing models to determine break-even points and return-on-investment percentages. These activities--product, distribution, promotion, and pricing--are known as the marketing mix because marketing managers decide what type of each element to use in what amounts. Students will demonstrate media literacy by creating images, in a graphic design software application, that identify their brand.

They will incorporate those images into a series of video production that deliver their branding message. Mentors within the marketing community will visit the classroom and discuss their experiences in applying the previously discussed marketing theories.

Key Assignments

- **Marketing Your Product: Step 1**, students will create a product brand recognition strategy by designing product names, logos and packaging for a brand of their choice. **Step 2**, students will assume the role of a marketing director. The company is going to launch your product. but before, the student must analyze the explain the 3 steps to creating brand equity and how apply these concepts to the new design creation. The creative process will visually prove a student's understanding of the importance of ensuring quality of products and services. The creative process will analyze factors marketers' use to position products and businesses such as branding, packaging, labeling, legal considerations, product life cycle and management techniques for each level of the life cycle and purchasing functions.
- **Sales and Marketing Campaign** - Students will work in small collaborative groups to design a comprehensive Sales and Marketing Campaign. First, students will read instructional materials about goal setting techniques. Students will formulate SMART (Specific, Measurable, Attainable, Realistic, Time based) objectives for at least six activities that construct their campaign. Next, they will examine and analyze existing print, TV, and web advertisements. Then they will demonstrate an understanding of product and institutional promotion by creating advertising vehicles like magazine advertisements, publicity/public relations events, promotional sales materials, and mock-ups of e-commerce websites. Software applications like Photoshop, Dreamweaver and Windows Moviemaker will be used to create student artifacts. Additionally students will analyze whitepapers developed by Huthwaite, Inc. to gain an understanding of professional sales techniques that they will apply in a final role-play presentation. to prove their understanding of the Huthwaite process, students will develop role-play scripts that demonstrate their understanding of consultative selling techniques and the 8 step sales process. They will differentiate whether they need to develop a retail style pre-approach and closing strategy, or if they require an approach designed for a longer sales cycle in a business-to-business relationship.
- **Key Assignment 3: Marketing Plan** - Demonstrate an understanding of marketing objectives, strategies and tactics by creating a comprehensive effective marketing plan. Students will search and read existing marketing plans written in a formal business style. Students will synthesize their knowledge of the seven functions of marketing: product, pricing, promotion, distribution, marketing information management, finance and sales management into an integrated document that contains images, charts and graphs which support their plan. Students will participate in Toastmasters International to develop public speaking skills. Then they will create a multimedia presentation to consolidate and deliver the information to an interested audience. The role-play audience will consist of potential investors who have the willingness and authority to offer start-up funds.

Marketing Mix, Pricing Strategies, Personal Selling
& Customer Service, Buying decisions, and Social Media Marketing. students Design: website, logo, slogan, advertisements for unit project, product phototype.

UNIT 6 - Financials, 6 weeks

Students will analyze the financial concepts for formulating wise financial decisions when starting a business. They will research, create and analyze all the financial factors that are involved, from personal finances to operating a business. They will identify start-up costs and research sources of capital. Students will also project and analyze annual and monthly business income and expenses. As a project and part of business plan, they will design and apply concepts for developing a sound financial plan.

Topics:

- Determining personal net worth
- Estimating business start-up cost & product cost
- Understand sources of equity capital
- Understand sources of debt capital
- Be able to prepare pro-forma cash-flow, balance sheet, and profit-loss statements
- Understand the basics of Accounting
- Explain the importance of keeping accurate accounting, payroll, bank and tax records
- Determine valuation of your company

Key Assignments:

- **Construct A Financial Plan:** Students will use the information they have been compiling to develop a financial plan for their business. Students will interview banking professionals to determine the elements necessary for their plans. Students will include the personal budgets and product cost analysis they have calculated, in addition, they will prepare a balance sheet and income statement to develop the financial plan. Students will create a brochure or produce a video to present their financial plan.
- **Personal Budget:** Students will be able to examine forms of record keeping involved throughout their life cycle. Students will be able to summarize how a budget will change workbook to create a monthly budget of their own, having a positive saving income every month. They will present to the class illustrating through the use of charts so students can connect and draw conclusions.
- **Cost Analysis of Product and Service:** Students will research fixed and variable costs when developing a project or service. Students will research fixed and variable costs when developing a project or service. Students will use an excel workbook to define and calculate fixed and variable costs of the product/service, thus understanding the concept of what is the break-even point and how do they calculate the formula to establish a price for their product/service. They will either work in pairs or individually making a presentation to the class on proving their outcomes. Students will also present to EAB (Employee Advisory Board) Members who have developed a business of their own and be open to product evaluation and critique.

Course Materials specific to Unit 6:

- Sources: USC Marshall School of Business (MBA Students Visit LAUSD schools - with a program), UCLA
- Anderson School of Business, Boston Young Entrepreneur Challenge 2015, Junior Achievement
- Partnership for 21st Century Skills, Consortium of Entrepreneurship Education, Strategizes (Business Model Canvas, Value Proposition Design), Harvard 1-lab Entrepreneurship 101.
- Entrepreneurship "owning Your future" 11th Edition
- Accounting Made Simple: Accounting Explained in 100 Pages or Less.
<https://www.cteonline.org/cabinet/file/bc978375-b6..>

UNIT 7 - Business Plan/Culminating Unit - Final Project - Weeks TBD

this unit serves as the culmination of the course as it finalizes the business plan and incorporates the marketing plan, SWOT, and financials that were previously completed and analyzed. Preparations for a "shark Tank-like" presentation similar to the television show will begin. Students design and create a multi-media presentation.

Students will finalize their business plan, print, and prepare for presentation. Composition of an executive summary, action plan, and exit strategy will be nearing completion.

Key Assignments:

- Shark Tank - This project is designed around the TV hit show Shark Tank. Students will apply the concepts they have been working on the entire year and they will compete against each other for investor startup funds. There are 4 main parts to this project.

Students will vote for the business viewed as most likely for investment. The winning team will receive an A for this section.

- Shark Tank Application A realistic presentation of information they will need to be familiar with before presenting their business:
- Virtual Business Resource CO-Op Source for writing each section of the business plan.
- Weebly Free platform to create an online blog, website, or store.
- Colorado Leeds School of Business, Business Plan Templates
- bplans - sample business plan for students to review

Course Materials

Textbooks

Title	Author	Publisher	Edition	Website	Primary
Glencoe Marketing Essentials	Lois Farese, Gady Kimbrell, Carl Woloszyk Ph. D	McGraw hill	2000	[empty]	Yes

Other

Title	Authors	Date	Course material type	Website
Entrepreneurship Ideas in Action	Cynthia L. Greene	2012	Supplemental	[empty]

Additional Information

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