

# Understanding by Design Template

Title of Unit	Designing an Entrepreneurial Idea	Grade Level BEM10	Grade 9 Building the Entrepreneurial Mindset
Subject	Business	Time Frame	Ten Lessons
Developed by	Dave Stockton, Jonah Preston, Rosita Murray, Nolan Russell		
Brief Summary of the Unit (in narrative form):			
This unit is designed to teach students how to meet various market needs and opportunities, then select an entrepreneurial idea to seize these opportunities. First students will learn how to generate entrepreneurial ideas that meet a market opportunity. Next, students will learn how to develop criteria that they can use to evaluate potential entrepreneurial endeavors. Then, students will learn how to select the right entrepreneurial idea based on market needs and opportunity that reflects their personal interests. Finally, students will create a prototype of their idea, to test its intended purpose and benefits.			

Stage 1- Identify Desired Results	
<b>Learning Outcomes</b> What relevant goals will this unit address? <i>(must come from New York State or Ontario Standards for content area)</i>	
<b>Ontario Standards</b> <ul style="list-style-type: none"> <li>B2.1 generate new ideas and/or build on the ideas of others for a new product or service that meets a market need or opportunity, informed by different perspectives</li> <li>B2.2 develop criteria, based on individual goals and interests, research, and an understanding of entrepreneurship, to evaluate ideas they could pursue as a possible <a href="#">entrepreneurial venture</a></li> <li>B2.3 select and describe an idea that reflects their interests and that they could pursue as an entrepreneurial venture to address a market need or opportunity</li> </ul>	
<b>Enduring Understandings</b> What understandings about the big ideas are desired? What do you want students to understand and be able to do several years from now?	<b>Essential Questions</b> What provocative questions will foster inquiry into the content? <i>(open-ended questions that stimulate thought and inquiry linked to the content and the enduring understandings)</i>
<i>Students will understand that...</i>  Students will understand that the primary goal of an entrepreneurial venture is to take an idea into a profitable business	What determines a product's competitive advantage?  What makes a product appealing compared to alternatives?  How can personal interests, talents, and research be transformed into a feasible entrepreneurial venture?

<p>Students will understand that opportunities and market needs dictate the effectiveness of products.</p> <p>Students will understand that their product needs to provide a unique benefit to customers in order to be successful in the marketplace</p> <p>Students will understand that ideas their ideas must meet a logical criteria in order to take an idea to a possible entrepreneurial venture</p>	
<p><b>Knowledge</b> What knowledge will students acquire as a result of this unit?</p>	<p><b>Skills</b> What skills will students acquire as a result of this unit? List the skills and/or behaviors that students will be able to exhibit as a result of their work in this unit.</p>
<p><i>Students will know...</i></p> <p>What a market opportunity is and how to identify an opportunity in the marketplace.</p> <p>How to identify a market need and explain how the benefits of their product meet that market need.</p> <p>What a product or service prototype looks like, and how to develop one</p> <p>How a product storyboard informs a consumer about their product or service's intended benefits</p>	<p><i>Students will be able to...</i></p> <p>Design a tangible prototype based on their idea</p> <p>Effectively communicate the purpose of their product and how its benefits meet the needs of consumers.</p> <p>Weigh the benefits and costs of proposed entrepreneurial ventures</p> <p><b>B2. Designing an Entrepreneurial Idea</b></p> <p><b>Primary Goal</b></p> <ul style="list-style-type: none"> <li>● B2.4 create a <b>prototype</b>, which could include a <b>storyboard</b>, to illustrate their product or service's intended purpose and benefits, and test the prototype's ability to address the market need or opportunity</li> </ul>

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## Stage 2- Assessment Evidence

### Performance Task

Through what authentic performance task will students demonstrate the desired understandings, knowledge, and skills? By what criteria will performances of understanding be judged?

### GRASPS Elements of the Performance Task

**G- GOAL:** *What should students accomplish by completing this task?*

**R- ROLE:** *What role (perspective) will students be taking?*

**A- Audience:** *Who is the relevant audience?*

**S- Situation:** *The context or challenge provided to the student.*

**P- Product / Performance:** *What product or performance will the student create?*

**S- Standards and Criteria for Success:** *What categories or criteria will be included on the rubric?*

Performance task: Students will design a storyboard/prototype for their proposed entrepreneurial venture and explain its purpose, benefits, and the market need it intends to reach

**GOAL:** To introduce a new product to the marketplace by demonstrating how it solves a market need or opportunity

**ROLE:** Students will be taking the role of an entrepreneur who is looking to take his/her business idea from just an idea to a physical prototype.

**AUDIENCE:** They will eventually use their storyboard to pitch their product to their peers, who will act as an investor panel (like *Shark Tank*). This will be for a summative assessment at the end of the year incorporating several units.

**SITUATION:** To be able to effectively sell their idea / product to investors and clearly explain the associated benefits (eg. filling marketplace needs, financial forecasts, etc)

**PRODUCT / PERFORMANCE:** The students will be creating a prototype or storyboard (physical or digital)

### STANDARDS:

- 1) Design Elements
  - a) Is the storyboard visually appealing to look at?
  - b) Is the storyboard easy to read/understand
- 2) Supporting Materials
  - a) Did the student provide their written research for their proposed venture
- 3) Quality of Presentation
  - a) How effectively are the benefits of the product communicated
- 4) Relevance of Content
  - a) Does the storyboard effectively describe their proposed

	<p>entrepreneurial venture</p> <p>b) Are benefits easily identifiable</p> <p>c) Is the market need the product is addressing relevant?</p>
<p><b>Other Evidence</b></p> <p>Through what other evidence (work samples, observations, journals, quizzes, etc.) will students demonstrate achievement of the desired results? Include a minimum of four formative assessments.</p>	<p><b>Student Self-Assessment</b></p> <p>How will students reflect upon or self-assess their learning?</p>
<ol style="list-style-type: none"> <li>1. Storyboard</li> <li>2. Quiz - what is a competitive advantage? What is a market opportunity? How do you identify an opportunity in the marketplace? What are the 4 Ps of marketing?</li> <li>3. Exit ticket - How does your product meet a market need?</li> <li>4. Presentation/Pitch - summative assessment at the end of the semester - this unit helps build towards that assessment along with other units</li> </ol>	<p><b>Reflective Journal</b></p> <p>Ask student to keep a journal reflecting on the following prompts:</p> <ol style="list-style-type: none"> <li>1) Who are my competitors in the marketplace?</li> <li>2) What strengths does my company have that my competitors don't?</li> <li>3) What is something that surprised me about the marketplace for my product?</li> <li>4) What markets did I not consider that could potentially be options for my product.</li> <li>5) What added benefits could I consider to make my product more appealing?</li> <li>6) Who did I turn to for help when designing my prototype/storyboard?</li> <li>7) What did I do to test my product in the marketplace for concept verification and feedback from consumers?</li> </ol>

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## Stage 3- Learning Plan

### Plan Learning Experiences

How will you structure the day-to-day lesson plans in order to meet the desired understandings, knowledge, and skills? Use the WHERETO acronym to plan instruction:

- **W- Where** are we going? **Why? What** is expected?
- **H- How** will I **hook** and **hold** student interest?
- **E- How** will I **equip** students for expected performance tasks?
- **R- How** will I help students **rethink** and **revise**?
- **E- How** will students **self-evaluate** and reflect on their learning?
- **T- How** will I **tailor** learning to varied needs, interests, and styles?
- **O- How** will I **organize** and sequence learning?

Use the calendar below to plan the daily lessons for your unit. Your unit must be at least **six** lessons.

### Unit Calendar

Day One	Day Two	Day Three	Day Four	Day Five
<p><b>1. Big Idea:</b> Introduction to the Unit.</p> <p><b>2. Lesson:</b> Idea Generation</p> <p><b>3. Activity:</b> Watch an episode or Shark Tank</p> <p><b>4. End of Lesson:</b> Reflective Entry on Padlet</p>	<p><b>1. Big Idea</b> Competition: Assessing the market and opportunities</p> <p><b>2. Lesson:</b> What are competitors (direct and indirect) How do competitors differentiate from one another (competitive advantage, product positioning)</p> <p><b>3. Activity:</b> Show students a positioning map and build one together</p> <p><b>4. End of Lesson:</b> Have students build their own positioning map on topic of interest</p>	<p><b>1. Big Idea:</b> 4 Ps of Marketing</p> <p><b>2. Lesson:</b> Introduction to the 4 Ps of Marketing: Product, Price, Place, Promotion. Students should be able to identify the 4 Ps, explain what they mean and provide a real-world example.</p> <p><b>3. Activity:</b> Scenario-based group activity involving a new product launch for Gatorade. Students are split into groups to come up with a product name, pricing strategy, product placement and promotional strategy</p> <p><b>4. End of Lesson:</b> Student groups present their 4 Ps on the new Gatorade product to the class. Each student presents one of the 4 Ps</p>	<p><b>1. Big Idea:</b> Market segmentation and target market</p> <p><b>2. Lesson:</b> What are market segments? What is a target market? How do we identify new market segments?</p> <p><b>3. Activity:</b> Introduce a business case to the students. As a class discussion, identify the primary target segment, possible threats to the segment, and potential new target segments.</p> <p><b>4. End of Lesson:</b> Provide students with a new business case. Have them answer the 3 key questions from the activity portion on their own.</p>	<p><b>1. Quiz:</b> Multiple Choice Quiz</p> <p><b>2. Activity:</b> Watch an episode or Shark Tank</p> <p><b>3. End of Lesson:</b> Reflective Entry based on day 2, 3, and 4 lessons - how did the shark tank pitch address a market opportunity? What were the 4 P's of their pitch? What was their target market?</p>

<p><b>Day Six</b></p> <p><b>1. Big Idea:</b> Market Research</p> <p><b>2. Lesson:</b> Primary and secondary market research.</p> <p><b>3. Activity:</b> Have a few examples of secondary research gathered online (surveys, focus groups, etc.). Have students analyze data to identify what they can learn from the data.</p> <p><b>4. End of Lesson:</b> Have students create their own sample survey for their classmates to answer. Have them gather both qualitative and quantitative data.</p>	<p><b>Day Seven</b></p> <p><b>1. Big Idea:</b> Product development</p> <p><b>2. Lesson:</b> Instruct students on product development. Provide real-life examples of products and services that were developed to meet market needs</p> <p>What problem did their product solve? Why did it appeal to the investors? How might we find similar problems in our daily lives?</p> <p><b>3. Activity:</b> Give students ample work time to generate ideas for their product. Encourage them to select a product before the end of the day.</p>	<p><b>Day Eight</b></p> <p><b>1. Big Idea:</b> Parts of a Storyboard</p> <p><b>2. Lesson:</b> Introduce what a storyboard is and explain its key components. Provide students with examples.</p> <p><b>3. Activity:</b> Working Period for students to begin the planning phase of their storyboards.</p> <p><b>4. End of Lesson:</b> Continued from activity</p>	<p><b>Day Nine</b></p> <p><b>1. Big Idea:</b> Reflective Journal Writing and the Importance to Entrepreneurs</p> <p><b>2. Lesson:</b> Introduce ideas and concepts. Model examples</p> <p><b>3. Activity:</b> Digital or Hardcopy students will start their journals and submit the final journal at the end of the unit.</p> <ul style="list-style-type: none"> <li>• Who are my competitors in the marketplace?</li> <li>• What strengths does my company have that my competitors don't?</li> <li>• What is something that surprised me about the marketplace for my product?</li> <li>• What markets did I not consider that could potentially be options for my product.</li> <li>• What added benefits could I consider to make my product more appealing?</li> <li>• Who did I turn to for</li> </ul>	<p><b>Day Ten</b></p> <p><b>1. Big Idea:</b> Storyboard Working Period</p>

			<p>help when designing my prototype/storyboard?</p> <ul style="list-style-type: none"> <li>What did I do to test my product in the marketplace for concept verification and feedback from consumers?</li> </ul>	
<p>New unit starts.</p> <p>Students have until the end of the week to ask questions, and to submit their project and reflective journal.</p>				<p><b>Day Fifteen</b></p> <p>Submit Storyboard</p> <p>Submit Reflective Journal</p>

Concept / Topic - Big Idea

Lesson - Interactive elements? Tech integrations?

Activity / Assessment

Group/Pairs/Individual

- B2.1 generate new ideas and/or build on the ideas of others for a new product or service that meets a market need or opportunity, informed by different perspectives
- B2.2 develop criteria, based on individual goals and interests, research, and an understanding of entrepreneurship, to evaluate ideas they could pursue as a possible [entrepreneurial venture](#)
- B2.3 select and describe an idea that reflects their interests and that they could pursue as an entrepreneurial venture to address a market need or opportunity
- B2.4 create a [prototype](#), which could include a [storyboard](#), to illustrate their product or service's intended purpose and benefits, and test the prototype's ability to address the market need or

opportunity