

# HONORS ENTREPRENEURSHIP I

Teacher: Mrs. Stacie Jarrett

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Room 122

## Course Description :

- ☼ In this course, students evaluate the concepts of going into business for themselves and working for or operating a small business. Students will be introduced to topics related to business, finance, management, and marketing to cover business in the global economy, functions of business organization and management, marketing basics, and significance of business financials and risk management.
- ☼ Students become acquainted with channel management, pricing, product/service management, and promotion. Emphasis is on the exploration of feasible ideas of products/services, research procedures, business financing, marketing strategies, and access to resources for starting a small business.
- ☼ Students will be introduced to the Lean Canvas Business Model (LCBM) throughout the course. A performance based measurement will be used in this course to assess student learning. English language arts and social studies are reinforced.

## What will we learn in Honors Entrepreneurship I?

- Entrepreneurship foundations
- Planning & preparing to manage a small business
- Prepare a Portfolio for a business idea using Design Thinking and the Lean Canvas Business Model (LCBM)

## What is the final assessment for the course?

The final exam grade for H. Entrepreneurship I will be a Student **Proof of Learning (POL)** demonstrated through a **performance-based measurement (PBM)**. The student will create a project culminating in both an **oral presentation and written component** at the end of the course. A student must earn **70% or higher** on the Proof of Learning Project to meet proficiency in the course. A Performance-based Measurement Guide, which includes all components of the PBM, will be provided to the students as check points that will be completed in conjunction with the semester instruction. The student will develop a *unique* business idea that will fill a need for potential customers.

❖ In the event a student does not meet proficiency on the POL, the student will be required to take a 100-question teacher made final exam.

## Classroom Materials

- Binder/folder for course handouts (can include other courses)
- blue or black pens ONLY
- pencils
- flash drive - (*optional* as a document backup). *Students are asked to save files on GCS OneDrive or other cloud option accessible from any computer/location but additional backups for work is suggested.*
- (*Wish List Items*) Kleenex contributions for the classroom is greatly appreciated!

## Grading

Daily Work/Homework	40%	A.....90-100
Project	25%	B.....80-89
Tests	20%	C.....70-79
Quizzes	15%	D.....60-69
		F.....0-59
Final Assessment	20% (of cumulative grade)	

☼ The final is Performance Based Measurement with both oral and written components. ☼

## **Accountability**

Cheating will not be tolerated. If a student is caught cheating or allowing another student to copy or turn in his or her work, BOTH students will receive 0 (zero) credit for the assignment. Work with integrity. You learn by doing your own work!

## **Attendance**

When a student misses instruction, they will be provided a meaningful opportunity to learn missed content via missing graded work, tests, instruction, etc. Upon returning from an absence, make-up learning must be completed within 2 school days plus the days missed (e.g. 3 days absent equates to 5 school days to complete missed learning) with the maximum amount of time being 15 school days. A student's failure to complete the makeup learning after the teacher has made adequate effort to coordinate the makeup process with the student and a reasonable time has passed, the student's zero will remain. Please note the FULL attendance policy on the course homepage.

## **Assignments/Testing**

Assignments are to be completed and submitted on the due date. All submissions, electronic or hard copy, should include the student name and assignment name as appropriate unless otherwise instructed. Instructions will be provided on where and how to save assignments. Tests and quizzes will primarily be *online* as well as Internet-based activities such as quia.com, Journaling Essential Questions, True-False / Multiple-Choice, Lesson and Unit Summary Assessments.

Students should get in the habit of turning assignments in on time. The students are progressively building a business venture idea for the Proof of Learning project and it is crucial to stay current on assignments. The maximum grade for an assignment is deducted by **one letter grade for each day** an assignment is submitted after the due date. Assignments submitted more than a week past due date will not be graded.

Attend class regularly and make up any work missed while you were absent. **MAKE-UP WORK IS THE RESPONSIBILITY OF THE STUDENT.** Any work missed should be made up within 2 school days plus the days missed (e.g. 3 days absent equates to 5 school days to complete missed learning) with the maximum amount of time being 15 school days.

**NOTE: Students may not exempt a CTE Final under any circumstance. The final is Performance Based Measurement – both oral and written. In the event a student does not meet proficiency on the Proof of Learning project, the student will be required to take a 100-question teacher made final exam.**

## **Interim Reports**

Interim Reports will be issued every three to four (3-4) weeks or as instructed by the principal. In addition, parents will be notified periodically if your child is in danger of failing this course.

## **Tutorials**

I am available for tutorials Tuesday mornings 8:00-9:00. Please contact me if you need to schedule tutorial time.

## **Student Expectations**

1. Be ready for class when the bell rings. We will start promptly, and attendance taken at the start of class.
2. Students should log into Canvas daily. Weekly and daily agendas will be posted on the course page as well as in the classroom.
3. Restroom visits should occur between classes. In the event a student must go to the restroom during class, they must leave their cell phone in the designated area and may retrieve it upon their return.
4. Put cell phones and other mobile devices away **BEFORE** the class begins. During class, students should not be listening to **music, or browsing other sites** unless approved by the teacher for assignment purposes.
5. Actively listen and participate! Students are expected to take an active part in the learning environment. (If questions are not asked, I am to assume it is understood.)
6. Be respectful to all participants in your classroom.
7. Abide by Guilford County Public School System bylaws outlined in the Student Handbook.
8. Respect yourself and others.
9. **HAVE A POSITIVE ATTITUDE!**

**I LOOK FORWARD TO A GREAT SEMESTER!**

*Please call or email if you have any questions/concerns regarding your student's performance.*

	<b>ME11 Entrepreneurship I</b>	
<b>Standard/ Obj #</b>	<b>Essential Standards and Objective/Indicator Statements (The learner will be able to:)</b>	<b>Course Weight</b>
<b>1.00</b>	<b>Understand entrepreneurship, entrepreneurship discoveries, the entrepreneurial mindset, and business ethics in entrepreneurship.</b>	<b>10%</b>
1.01	Describe the nature of entrepreneurship.	
1.02	Explain career opportunities in entrepreneurship.	
1.03	Conduct self-assessment to determine entrepreneurial potential.	
1.04	Explain the nature of business ethics.	
1.05	Explain types of business ownership.	
<b>2.00</b>	<b>Understand design thinking, the Lean Canvas Business Model, and feasibility of venture ideas.</b>	<b>25%</b>
2.01	Describe the design thinking process.	
2.02	Determine the relationship between government and business.	
2.03	Conduct an environmental scan to obtain business information.	
2.04	Determine feasibility of venture ideas.	
2.05	Understand Lean Canvas Business Model (LCBM).	
<b>3.00</b>	<b>Understand marketing strategies, unique value proposition, competitive advantage, and customer segments.</b>	<b>25%</b>
3.01	Explain the concept of marketing strategies.	
3.02	Identify company's unique value/selling proposition.	
3.03	Explain the concept of market and market identification.	
<b>4.00</b>	<b>Understand channels of distribution and cost structure.</b>	<b>20%</b>
4.01	Explain the nature of channels of distribution.	
4.02	Explain the nature and scope of purchasing.	
4.03	Explain the concept of supply chain.	
4.04	Explain the nature of overhead/operating costs.	
4.05	Explain the concept of production.	
<b>5.00</b>	<b>Understand pricing, revenue streams, and key metrics.</b>	<b>20%</b>
5.01	Explain the nature and scope of the pricing function.	
5.02	Explain the nature of sales forecasts.	
5.03	Determine Revenue Streams.	
5.04	Identify key metrics.	



## **Southeast High School Grade Recovery Policy**

A grade recovery option will be available to students who are failing the course at the end of 1<sup>st</sup> quarter (Fall semester) and 3<sup>rd</sup> quarter (Spring semester). Grade recovery provides failing students the opportunity to demonstrate proficiency on 1<sup>st</sup>/3<sup>rd</sup> quarter course standards to improve their quarter grade to a 60. The work assigned will be tailored to ensure that students can demonstrate proficiency on standards they have not yet mastered. Grade recovery is a 10-day window (5 days before end of quarter and 5 days after the end of the quarter) for students to complete the assigned work, attend tutorials, and any other teacher required remediation. If students do not participate in grade recovery in 1<sup>st</sup> or 3<sup>rd</sup> quarter, their earned numerical grade will remain. Students should work to show proficiency in 2<sup>nd</sup> and 4<sup>th</sup> quarters of their courses to improve their final grade as there will not be a grade recovery option at the end of each semester.



## **Southeast High Attendance Policy 2024-25**

Southeast High School believes that student attendance is a predictor for student engagement and success in the school. With that understanding, Southeast High follows the GCS Board Policy concerning student attendance (Regulation 4400-R). This policy requires students to demonstrate mastery of their learning after each missed day (excused, unexcused, quarantine).

When a student misses instruction, they will be provided a meaningful opportunity to learn missed content via missing graded work, tests, instruction, etc. Upon returning from an absence, make-up learning must be completed within 2 school days plus the days missed (e.g. 3 days absent equates to 5 school days to complete missed learning) with the maximum amount of time being 15 school days. A student's failure to complete the makeup learning after the teacher has made adequate effort to coordinate the makeup process with the student and a reasonable time has passed, the student's zero will remain.

### **Attendance Interventions**

<b>Blocks Missed</b>	<b>Intervention</b>
4 absences	<ol style="list-style-type: none"><li>1. Teacher contacts parent (phone call, letter, email, or home visit).</li><li>2. Teacher communicates outcome with students' other teachers</li><li>3. If needed, teacher follows up with data manager with working emails/numbers.</li><li>4. School sends attendance letter</li></ol>
6 absences	<ol style="list-style-type: none"><li>1. Teacher contacts parents, social worker, and counselor</li><li>2. School sends attendance letter</li></ol>
8 absences	<ol style="list-style-type: none"><li>1. Attendance Committee meets and, if needed, conference is scheduled with student and family to determine additional interventions.</li></ol>
10 absences	<ol style="list-style-type: none"><li>1. School sends attendance letter</li><li>2. Attendance Committee reviews interventions and determines next steps.</li></ol>

# Entrepreneurship I

## Performance-based Measurement Guide

BUSINESS, FINANCE, AND MARKETING EDUCATION | Career and Technical Education

ME11



PUBLIC SCHOOLS OF NORTH CAROLINA  
State Board of Education | Department of Public Instruction  
[www.dpi.nc.gov](http://www.dpi.nc.gov)

# **ME11 Entrepreneurship I**

## **Performance-based Measurement Guide**

### **OVERVIEW**

Performance-based Measurements (PBMs) when used as the proof of learning (POL) for a course give teachers a tool to evaluate student achievement and mastery of course concepts. A PBM measures students' ability to apply the skills and knowledge learned from course standards. Typically, the task challenges students to use their higher-order thinking skills to create a product or complete a process (Chun, 2010).

### **PERFORMANCE-BASED MEASUREMENT FOR ME11 ENTREPRENEURSHIP I**

The objective of Entrepreneurship I is to provide students with essential knowledge to create a small business they are passionate about or addresses a need in their community. Through design thinking, students will be asked to consider a business idea they will use throughout the course.

The course is structured around the Lean Canvas Business Model (LCBM), an industry accepted model. Students will complete the LCBM which covers the following key concepts: Problem, Customer Segments, Unique Selling Proposition, Solution, Channels, Key Metrics, Revenue Streams, Cost Structure, and Competitive Advantage.

Students will complete two deliverables: the LCBM document for their business idea and a presentation to pitch the idea. Each student's proficiency will be determined by the combined points earned from the LCBM and the presentation/pitch. Use the provided rubrics to evaluate each student's proficiency. The rubric is modeled after DECA and FBLA rubric formats.

While being exposed to the concepts through curriculum content, students will receive continuous feedback from their teacher and will further develop their business idea through multiple reviews and iterations. It is important for students to make changes based on teacher and peer feedback. The sections of the LCBM are interwoven into the curriculum as shown in the table below.

<b>LCBM Sections</b>	<b>Indicator(s)</b>
Problem/Opportunity	2.01, 2.03, 2.04, 2.05
Customer Segments	3.03
Unique Selling Proposition	3.02
Solution	2.04, 2.05
Channels	4.01
Key Metrics	5.04
Revenue Streams	5.03
Cost Structure	4.04
Competitive Advantage	3.02

Throughout this project, students and teachers will work together to intentionally develop important employability skills: project management, research and analysis, collaboration, creativity, critical thinking and communication skills. Students will also be expected to consider ethical implications of their business idea.

### **COURSE PROFICIENCY**

Proficiency for this course is a combined score of 95 points or above. To determine the proficiency score, combine the points from the LCBM (54 maximum points) and Presentation/Pitch (82 maximum points).

## STUDENT INFORMATION for PERFORMANCE-BASED MEASUREMENT

### ME11 Entrepreneurship I

#### Lean Canvas Business Model (LCBM) and Presentation/Pitch

As proof of learning for this course, you will complete the Lean Canvas Business Model (LCBM) for a business idea of your choice and present/pitch the idea in a presentation at the end of the course.

#### Component I: LCBM

**Directions:** complete the LCBM consisting of the following sections:

- a. **Problem/Opportunity**–Description of the top problems/opportunities the business idea addresses (indicators 2.01, 2.03, and 2.04).
- b. **Customer segments**–Description of target customers (indicator 3.03).
- c. **Unique Selling Proposition**–Clear statement that describes the benefit of your offer, how you meet your customers’ needs, and what distinguishes you from the competition (indicator 3.02).
- d. **Solution**–Description of the top features of the product/service that solve the problem (indicator 2.05).
- e. **Channels**–Description of the pathways to customers (indicator 4.01).
- f. **Key metrics**–Explanation of key activities that must be measured (indicator 5.04).
- g. **Revenue streams**–Description of the revenue model and lifetime values. Price of product/service (indicator 5.03).
- h. **Cost structure**– Description of fixed and variable costs. Explanation of the marketing costs, distribution costs, human resource costs and any additional costs (indicators 4.03 and 4.04).
- i. **Competitive advantage**–Explanation of why the product/service cannot be easily copied or bought (indicator 3.02).



## Entrepreneurship I Lean Canvas Business Model Rubric

Student Name: \_\_\_\_\_

**DIRECTIONS:** Circle the appropriate rating category for each section and enter the value in the “Score” column on the right. Total the “Score” column and enter on the total score for Lean Canvas Business Model line.

	Not Demonstrated 0	Below Expectations 2	Meets Expectations 4	Exceeds Expectations 6	Score
<b>Problem/ Opportunity</b>	No problems or opportunities are identified.	One problem/ opportunity is identified with little demonstration of the design thinking process.	Two problems or opportunities are identified and showed basic understanding of the design thinking process.	Three or more problems or opportunities are identified and demonstrated exceptional use of the design thinking process.	
<b>Customer Segments</b>	No customer segments are identified.	Customer segment is identified but does not address the problem/opportunity.	Customer segments are identified and clear connection to the problem/opportunity is made.	Customer segments are identified using demographic, geographic, psychographic, and behavioral segmentation.	
<b>Unique Selling Proposition</b>	No unique selling proposition is identified.	A selling proposition is identified but is not unique to the business.	A selling proposition unique to the business is identified.	A unique selling proposition is identified. Data is used to support the proposition.	
<b>Solution</b>	No solution listed.	Solution listed with little demonstration of the design thinking process.	Solutions are listed for each problem/ opportunity and demonstrates understanding of the design thinking process.	Several solutions listed for each problem/ opportunity and demonstrates exceptional understanding of the design thinking process.	
<b>Channels</b>	No description of channels was given.	One potential channel of distribution was identified.	A description of two potential channels was given.	A description of three or more potential channels was given.	



### Entrepreneurship I Lean Canvas Business Model Rubric continued

	<b>Not Demonstrated</b> <b>0</b>	<b>Below Expectations</b> <b>2</b>	<b>Meets Expectations</b> <b>4</b>	<b>Exceeds Expectations</b> <b>6</b>	<b>Score</b>
<b>Key Metrics</b>	No key metrics were identified.	Key metrics were identified but not appropriate for the business.	Key metrics were identified and appropriate for the business.	Key metrics appropriate for the business identified and included thorough explanation of metrics chosen.	
<b>Revenue Streams</b>	No revenue streams were identified.	Revenue streams were identified but not appropriate for the business.	Revenue streams were identified and appropriate for the business.	Revenue streams were identified, appropriate for the business, and supporting documentation is included.	
<b>Cost Structure</b>	Cost structures were not identified.	Cost structures were identified but showed insufficient understanding of fixed/variable costs.	Cost structures were identified and demonstrated understanding of fixed/variable costs.	Cost structures were identified, demonstrated understanding of fixed/variable costs, and included charts, graphs, or other visuals.	
<b>Competitive Advantage</b>	No competitive advantage was identified.	A competitive advantage was identified but not appropriate for the business.	A competitive advantage was identified and was appropriate for the business.	A competitive advantage was identified, was appropriate for the business, and evidence of market research was demonstrated.	

**Total score for Lean Canvas Business Model** (54 possible points) \_\_\_\_\_

## Component II: Presentation/Pitch

**Directions:** Prepare a pitch for your business idea based on the sections of your LCBM. Review the rubric for the required elements of the presentation/pitch. Your presentation should be 4 – 6 minutes long and should be visually appealing and professional. This can be a PowerPoint, Prezi, tri-fold board, or other acceptable means of presenting your business idea (teacher approval required) or a combination of these items. Remember that you are pitching this business idea and seeking the approval of the judge(s). For your presentation, dress appropriately, anticipate questions you may be asked about your business idea, and be prepared to answer these questions.

You may use the resources below to help prepare for your presentation/pitch.

- a. Articles
  - i. 7 Tips for Pitching Your Entrepreneurial Idea, Whether to Angels or Sharks  
<https://www.forbes.com/sites/mattsymonds/2013/10/24/7-tips-for-pitching-your-entrepreneurial-idea-whether-to-angels-or-sharks/#33dd0e7635a2>
  - ii. 12 Easy Steps to a Perfect Pitch <https://www.americanexpress.com/en-us/business/trends-and-insights/articles/12-easy-steps-to-a-perfect-pitch/>
  - iii. 13 Tips on How to Deliver a Pitch Investors Simply Can't Turn Down  
<https://www.entrepreneur.com/article/251311>
- b. Videos
  - i. How to Start a Pitch or a Presentation  
<https://www.youtube.com/watch?v=P2LwuF7zn9c>
  - ii. How to Deliver a Great Pitch  
<https://www.youtube.com/watch?v=3TPb5FMkA8o>
  - iii. Jillian Manus: How to Deliver the Perfect Pitch  
<https://www.youtube.com/watch?v=c4Q7sfJEDHo>

## Entrepreneurship I Presentation/Pitch Rubric

Student Name: \_\_\_\_\_

**DIRECTIONS:** Circle the appropriate rating category for each component and enter the value in the “Score” column on the right. Total the “Score” column and enter on the total score for presentation/pitch line.

	<b>NO VALUE 0</b>	<b>BELOW EXPECTATIONS 2</b>	<b>MEETS EXPECTATIONS 4</b>	<b>EXCEEDS EXPECTATIONS 6</b>	<b>SCORE</b>
<b>Introduction</b>	No attention-getter or overview of business idea was present.	Overview of business idea but no attention-getter was present.	Attention-getter and overview of business idea was present.	Creative attention-getter and extensive overview of business idea was present.	
<b>Problem/ Opportunity</b>	No description of the problem/opportunity was given.	A description of one problem/opportunity was given.	Descriptions of two problems/opportunities were given.	Descriptions of three or more problems/opportunities were given.	
<b>Customer Segments</b>	No customer segments were identified or described.	One customer segment was identified and described.	Two customer segments were identified and described.	Three or more customer segments were identified and described.	
<b>Unique Selling Proposition</b>	No unique selling proposition was identified.	An attempt was made at stating a unique selling proposition.	A single, clear message that states the unique selling proposition was given.	A clear, compelling message that states the unique selling proposition was given and expanded upon.	
<b>Solutions</b>	No solutions were provided.	A description of one solution was given.	Descriptions of two solutions were given.	Descriptions of three solutions were given.	
<b>Channels</b>	Channels of distribution were not listed.	Some potential channels of distribution were identified.	Potential channels of distribution were identified.	Potential channels of distribution were identified, and data was provided to support selected channels.	
<b>Key Metrics</b>	No explanation of key activities that must be measured was given.	An explanation of one key activity that must be measured was given.	Explanations of two key activities that must be measured were given.	Explanations of three or more key activities that must be measured were given.	
<b>Revenue Streams</b>	No revenue streams were identified.	A description of one revenue stream was given.	A description of two revenue streams were given.	Descriptions of three or more revenue streams were given including an explanation of gross margin.	

**Entrepreneurship I Presentation/Pitch Rubric continued**

NO VALUE 0		BELOW EXPECTATIONS 2	MEETS EXPECTATIONS 4	EXCEEDS EXPECTATIONS 6	SCORE
Cost Structure	No explanation of the fixed or variable costs was given.	A list of costs was provided without explanation of the types.	A list of fixed, variable, and semi-variable costs was provided with explanation.	An explanation of fixed, variable, and semi-variable costs was provided along with visuals (charts, graphs, etc.)	
Competitive Advantage	No competitive advantage was identified.	A competitive advantage was identified but not appropriate for the business.	A competitive advantage was identified and was appropriate for the business.	A competitive advantage was identified and appropriate for the business, and market research was included.	
Conclusion	Presentation ended abruptly without concluding statements.	Presentation had a clear ending without a summary of the presentation.	Conclusion included a call to action and summarized the presentation.	A compelling call to action was included with a summary of the presentation and acknowledgement of the audience’s time.	
	NO VALUE 0	BELOW EXPECTATIONS 4	MEETS EXPECTATIONS 6	EXCEEDS EXPECTATIONS 8	SCORE
Visual Presentation	No visual presentation completed.	Presentation was not visually appealing, had excessive bullets on slides, or had five or more errors.	Presentation was visually appealing, limited number of bullets on slides, and had four or fewer errors.	All components were covered, presentation was visually appealing, limited number of bullets on slides, and had no errors.	
	NO VALUE 0	BELOW EXPECTATIONS 6	MEETS EXPECTATIONS 8		SCORE
Oral Presentation	No oral presentation completed.	Appropriate attire, eye contact, volume, and pacing were evident. Presentation fell short of the time requirement. Student answered questions hastily.	Appropriate attire, eye contact, volume, and pacing were present. Presentation met the time requirement. Student answered questions sufficiently.		
Total Score for Presentation/Pitch (82 possible points)					

	<b>Score from Rubric</b>	<b>Possible Points</b>
Total score for Lean Canvas Business Model		<b>54</b>
Total score for Presentation/Pitch		<b>82</b>
<b>FINAL SCORE FOR PBM</b>		<b>136</b>

*Proficiency for this course is a combined score of 95 points or above. To determine the proficiency score, combine the points from the LCBM (54 maximum points) and Presentation/Pitch (82 maximum points).*