

Unit Title: ABCs of ABP (a business plan)

Grade Level: 9 - 12

Subject Area: Business/Business Tech

Duration/Length/Number of class periods: approximately 4 weeks

Description: In this unit culminating the business class, the student will develop and present a business plan for a real or mock business based on topics studied and practiced throughout the semester. TSW prepare at a minimum the following documents: executive summary, company overview, market analysis, business organization, product(s)/service(s), marketing and sales plan, financial plan, profit and loss projections, and appendix. TSW draft and revise the plan using various resources and tools (software, peers, professionals, available data), present to a classroom audience, and evaluate the plans of others.

Note: The lesson components of this unit (executive summary, company overview, etc.) could essentially each be their own, smaller units or lessons earlier in the semester. In this capstone project-based unit, students will apply their knowledge and skills acquired and practiced during the semester.

Established Goals (National, State, Local):

National: taken from <https://www.iste.org/standards/iste-standards-for-students>

ISTE 1 Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.

ISTE 2 Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

ISTE 3 Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

ISTE 4 Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.

ISTE 5 Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.

ISTE 6 Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

State: taken from <https://education.mn.gov/MDE/dse/cte/prog/biz/>

Category	Performance indicator	Description
business principals	BM30.10.01.02	Compare and contrast forms of business ownership and structures.
business principals	BM30.10.01.03	Discuss the ethical and social responsibilities of business to the public.
business principals	BM30.10.01.04	Compare and contrast issues involved in the operation of a business.
marketing	BM30.10.03.01	Explain the interconnection between marketing functions for a successful business.
marketing	BM30.10.03.02	Analyze qualitative and quantitative data to identify target market audience segments.
planning	BM30.10.03.03	Create a basic marketing plan for a new business which identifies marketing activities and implementation timelines.
finance	BM30.10.04.01	Explain the economic systems, activities, and decisions for the business environment.
finance	BM30.10.04.02	Discuss the procedures and systems to maintain and communicate financial information.
finance	BM30.10.04.03	Analyze and interpret financial statements for business decision-making.
mgmt	BM31.10.06.01	Explain management's role in contributing to successful business operations.
planning	BM31.10.06.02	Develop business plans to meet company needs.
planning	BM31.10.06.03	Implement strategic plans to manage business growth, profit, and goals.
mgmt	BM31.10.06.04	Compare company performance with established benchmarks to determine success.
entrprnshp	BM36.10.02	Access, process, maintain, and evaluate info to assist in business decision making.
entrprnshp	BM36.10.02.02	Acquire information for business decision making.
entrprnshp	BM36.10.03	Evaluate business opportunities for their potential to succeed.
entrprnshp	BM36.10.03.01	Demonstrate creative thinking approaches to identify new business opportunities.
entrprnshp	BM36.10.03.02	Describe methods used to evaluate the potential success of business opportunities.
entrprnshp	BM36.10.04	Establish, maintain, control, and plan the use of financial resources to protect solvency.
entrprnshp	BM36.10.04.01	Explain the purpose and parts of a business plan.
entrprnshp	BM36.10.04.02	Analyze financial needs and goals to determine requirements for starting a venture.
entrprnshp	BM36.10.04.03	Identify potential threats to a business's financial well-being.

What **Enduring Understandings** are desired?

Hook/reference point: "If you plan to make a business, you must make a business plan."

For any entrepreneur, a strong plan describing the nature of a business, along with its sales, marketing, and financing strategies, is necessary.

A business plan helps entrepreneurs internally by having them plan the main aspects of their company, giving it the best chance of success.

A business plan helps entrepreneurs externally by persuading investors, banks, and other donor or lending organizations to help the startup.

What [Essential Questions](#) will be considered?

What are key elements of a business plan?

Why are business plans critical for an entrepreneur?

What does success look like for an entrepreneur? A business?

What personality traits benefit an entrepreneur?

As an entrepreneur, how will you communicate with different audiences?

Students will know/be able to:

Students will identify personal traits that are beneficial to being an entrepreneur.

Students will be able to identify and describe the primary components of a business plan, which include the executive summary, company overview, market analysis, business organization, product(s) and/or service(s), marketing and sales plan, financial plan, and profit & loss projections.

Students will be able to prepare and present an executive summary for a company, explaining what the business does, the business' status, the business' short-term projections, and its definition for success.

Students will be able to prepare and present a company description or overview, including the nature of the company's industry, marketplace, community, and legal structure.

Students will be able to prepare and present a market analysis, including a description of the past/present/future industry, an analysis of the target market (customers), an analysis of the competitors or other barriers, and how the company will create a niche.

Students will be able to identify the chief officer positions in a business, and diagram an example organizational chart.

Students will be able to identify the different types of legal ownership structures of businesses.

Students will be able to describe products and services, including sourcing and vendors.

Students will be able to recognize the laws protecting businesses and their ideas, products and services.

Students will be able to describe the sales plan, including the sales force needed and selling strategies.

Students will be able to recognize the use of the following financial documents: income statement, cash flow statement, balance sheet, accounts receivable statement, accounts payable statement, and documentation of debt obligations.

Students will be able to recognize the use of the following projection documents: statement of projected income, cash flow forecast, balance statement, and capital expenditure budget.

Students will be able to use spreadsheet software to enter, edit, and revise data, and present it in the form of tables and charts.

Students will be able to communicate their plan to a specific audience through various technical tools, such as a website, an online slide presentation, etc.

Description	Formative	Summative	Introductory Activity	Learning Activity	Student Technology Used	Teacher Technology Used	ISTE Standards
Day 1							
The class will review the objectives and elements of a business plan.			X			X	1a, 3a
TSW prepare their business plan outline (using Slides, PowerPoint, KeyNote, etc.)			X	X	X	X	1a, 1d, 4b
TSW establish a template for their business plan file (a Slide Master if using Google Slides, a theme if using Sites).				X	X	X	1a, 1d, 4b
TSW draft a company overview, generally describing their business.	X		X	X	X	X	3a, 3b, 6a, 6b
Day 2							
TSW revise/finalize their company overview.		X		X	X		3a, 3b, 6a, 6b
Day 3							
TSW review and prepare a market analysis.	X		X	X	X	X	3a-3d, 4a-4d, 5a, 5b, 6a, 6b
Day 4							
TSW revise/finalize their market analysis.		X		X	X		3a-3d, 4a-4d, 5a, 5b, 6a, 6b
Day 5							
TSW review and draft a business organizational chart and description.	X		X	X	X	X	3a-3d, 4a-4d, 5a, 5b, 6a, 6b
Day 6							
TSW revise/finalize their business' organization.		X		X	X		3a-3d,

							4a-4d, 5a, 5b, 6a, 6b
Day 7							
TSW review and draft a product(s)/service(s) page or slide.	x		x	x	x	x	3a-3d, 4a-4d, 5a, 5b, 6a, 6b
Day 8							
TSW revise/finalize their product(s)/service(s) page or slide.		x		x	x		3a-3d, 4a-4d, 5a, 5b, 6a, 6b
Day 9							
TSW review and draft and revise a marketing and sales plan.	x		x	x	x	x	3a-3d, 4a-4d, 5a, 5b, 6a, 6b
Day 10							
TSW revise/finalize their marketing and sales plan.		x		x	x		3a-3d, 4a-4d, 5a, 5b, 6a, 6b
Day 11							
TSW review and prepare elements of their business' financial plan: income statement, cash flow statement, and balance sheet.	x	x		x	x	x	3a-3d, 4a-4d, 5a, 5b, 6a, 6b
Day 12							
TSW review and prepare additional elements of their financial plan: accounts receivable and accounts payable statements, and debt obligations.	x	x		x	x	x	3a-3d, 4a-4d, 5a, 5b, 6a, 6b
Day 13							
TSW review and prepare elements of their business' profit and loss projections: statement of projected income, cash flow forecast.	x	x		x	x	x	3a-3d, 4a-4d, 5a, 5b, 6a, 6b
Day 14							
TSW review and prepare additional elements of their business' profit and loss projections: balance statement, and capital expenditure budget.	x	x		x	x	x	3a-3d, 4a-4d, 5a, 5b, 6a, 6b
Day 15							
TSW draft and revise (peer or teacher) an executive summary based on all the business plan elements.	x	x		x	x	x	3a-3d, 4a-4d, 5a, 5b,

							6a, 6b
Days 16-17							
TSW review, draft and revise an appendix, including certain previously submitted assignments: Articles of Incorporation, resume(s), product/service features, marketing ads, testimonials by a customer, etc.	x	x		x	x	x	3a-3d, 4a-4d, 5a, 5b, 6a, 6b
Throughout the unit							
TSW use spreadsheet software to enter, manipulate, and evaluate data.	x			x	x	x	1d, 4c, 6a, 6b
TSW use spreadsheet software to format and present data in figures (tables and charts).	x			x	x	x	1d, 4c, 6a-6d
TSW use online software (Google Slides, Sites, etc.) to outline, draft, and present their business plan.	x		x	x	x	x	1d, 4c, 6a-6d
Presentation at end of unit (days 18-20, depending on size of class)							
TSW practice communication skills by practicing and formally presenting their business plan to a classroom audience.		x		x	x		2b, 2c, 6a-6d
TSW practice communication skills by giving feedback on the plans of others.		x		x	x		2b, 2c, 7a-7c
Additional activities/indicators							
TSW use graphics software (Inkscape, Canva, Gravit Designer, Adobe Illustrator, etc.) to prepare at least two original logos for their business.	x	x	x	x	x	x	1d, 2c, 4b, 4c, 6a, 6b
TSW integrate graphics and other media into their online business plan presentation.	x		x	x	x	x	1d, 2c, 6a-6d

Materials, tools and resources:

TTW use a variety of instructional strategies: modeling, brief lecture/discussion, professional examples from local businesses and/or the SBA, guided and independent practice, peer groups.

TTW use a number of formative assessments: daily observation, checking for understanding, individual and group questioning, Socrative.com and/or other online quizzing sites, and student demonstrations of draft pages coupled with discussion.

TTW use the following summative assessments: business plan rubric, presentation rubric, peer review rubric, and unit quiz (quiz could be optional).

TSW will have access to the computer lab for this unit.

Option: Students may use their choice of software tools. Or, TT may have students master particular tools: Google Sheets, Slides, Sites, etc.

Option: TT may have students gather in groups of two during this project, and each student could be a “partner” in the business.

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Additional credit given to: