

PCSB ITV CURRICULUM 9-12 LESSON PLANS

Entrepreneurship Project

I. Basic Information:

Name: Pam Baker _____ **Position:** ITV teacher

School: Lakeland High School **Grade Level focus:** (9-12) TELEVISION PRODUCTION 3

Lesson title: Entrepreneurship Project

Students use research and math skills to plan for a hypothetical venture into independent video production. Students go through the steps necessary to apply for and obtain a hypothetical \$25,000 small business loan and research equipment purchases and the steps necessary to start a business.

Teaching Tools: Project instructions and planning sheet, project response sheet

Subjects:
(List areas that the lesson addresses)

Sunshine State Standard Addressed:
(Benchmark, strand, brief explanation)

Language Arts	LA.A.1.4 The student uses the reading process effectively. 1. selects and uses prereading strategies that are appropriate to the text, such as discussion, making predictions, brainstorming, generating questions, and previewing, to anticipate content, purpose, and organization of a reading selection. 2. selects and uses strategies to understand words and text, and to make and confirm inferences from what is read, including interpreting diagrams, graphs, and statistical illustrations. 3. refines vocabulary for interpersonal, academic, and workplace situations, including figurative, idiomatic, and technical meanings. 4. applies a variety of response strategies, including rereading, note taking, summarizing, outlining, writing a formal report, and relating what is read to his or her own experiences and feelings.
	LA.A.2.4 The student constructs meaning from a wide range of texts. 4. locates, gathers, analyzes, and evaluates written information for a variety of purposes, including research projects, real-world tasks, and self-improvement. 5. identifies devices of persuasion and methods of appeal and their effectiveness. 6. selects and uses appropriate study and research skills and tools according to the type of information being gathered or organized, including almanacs, government publications, microfiche, news sources, and information services. 7. analyzes the validity and reliability of primary source information and uses the information appropriately. 8. synthesizes information from multiple sources to draw conclusions.
	LA.B.1.4 The student uses writing processes effectively. 1. selects and uses appropriate prewriting strategies, such as brainstorming, graphic organizers, and outlines. 2. drafts and revises writing that: is focused, purposeful, and reflects insight into the writing situation; has an organizational pattern that provides for a logical progression of ideas; has effective use of transitional devices that contribute to a sense of

	<p>completeness; has support that is substantial, specific, relevant, and concrete; demonstrates a commitment to and involvement with the subject; uses creative writing strategies as appropriate to the purposes of the paper; demonstrates a mature command of language with freshness of expression; has varied sentence structure; has few, if any, convention errors in mechanics, usage, punctuation, and spelling.</p> <p>3. produces final documents that have been edited for: correct spelling; correct punctuation, including commas, colons, and common use of semicolons; correct capitalization; correct sentence formation; correct instances of possessives, subject/verb agreement, instances of noun/pronoun agreement, and the intentional use of fragments for effect; and correct formatting that appeals to readers, including appropriate use of a variety of graphics, tables, charts, and illustrations in both standard and innovative forms.</p>
	<p>LA.B.2.4 The student writes to communicate ideas and information effectively.</p> <p>1. writes text, notes, outlines, comments, and observations that demonstrate comprehension and synthesis of content, processes, and experiences from a variety of media.</p> <p>2. organizes information using appropriate systems.</p> <p>3. writes fluently for a variety of occasions, audiences, and purposes, making appropriate choices regarding style, tone, level of detail, and organization.</p> <p>4. selects and uses a variety of electronic media, such as the Internet, information services, and desktop publishing software programs, to create, revise, retrieve, and verify information.</p>
Mathematics	<p>MA.A.5.4 The student understands and applies theories related to numbers.</p> <p>1. applies special number relationships such as sequences and series to real-world problems.</p>
	<p>MA.B.3.4 The student estimates measurements in real-world problem situations.</p> <p>1. solves real-world and mathematical problems involving estimates of measurements, including length, time, weight/mass, temperature, money, perimeter, area, and volume, and estimates the effects of measurement errors on calculations.</p>
Social Sciences	<p>SS.B.2.4 The student understands the interactions of people and the physical environment.</p> <p>1. understands how social, cultural, economic, and environmental factors contribute to the dynamic nature of regions.</p> <p>2. understands past and present trends in human migration and cultural interaction and their impact on physical and human systems.</p> <p>3. understands how the allocation of control of the Earth's surface affects interactions between people in different regions.</p> <p>4. understands the global impact of human changes in the physical environment.</p> <p>5. knows how humans overcome "limits to growth" imposed by physical systems.</p> <p>6. understands the relationships between resources and the exploration, colonization, and settlement of different regions of the world.</p> <p>7. understands the concept of sustainable development.</p>
	<p>SS.C.2.4 The student understands the role of the citizen in American democracy.</p>

	<ol style="list-style-type: none"> 1. develops and defines his or her own political beliefs and tendencies. 2. assesses the role that his or her own political behavior plays in determining the flow of power through our political system and for resolving conflicts in a pluralistic society. 3. understands issues of personal concern: the rights and responsibilities of the individual under the U.S. Constitution, the importance of civil liberties, the role of conflict resolution and compromise, and issues involving ethical behavior in politics. 4. understands the distinction between citizens and noncitizens (aliens) and the process by which aliens may become citizens. 5. understands how personal, political, and economic rights are secured by constitutional government and by such means as the rule of law, checks and balances, an independent judiciary, and a vigilant citizenry. 6. understands the argument that personal, political, and economic rights reinforce each other. 7. knows the points at which citizens can monitor or influence the process of public policy formation.
	<p>SS.D.1.4 The student understands how scarcity requires individuals and institutions to make choices about how to use resources.</p> <ol style="list-style-type: none"> 1. understands how many financial and nonfinancial factors (e.g., cultural traditions, profit, and risk) motivate consumers, producers, workers, savers, and investors to allocate their scarce resources differently. 2. understands credit history and the positive and negative impacts that credit can have on an individual's financial life.
	<p>SS.D.2.4 The student understands the characteristics of different economic systems and institutions.</p> <ol style="list-style-type: none"> 1. understands how wages and prices are determined in market, command, tradition-based, and mixed economic systems and how economic systems can be evaluated by their ability to achieve broad social goals such as freedom, efficiency, equity, security, and growth. 2. understands how price and quantity demanded relate, how price and quantity supplied relate, and how price changes or controls affect distribution and allocation in the economy. 3. understands how government taxes, policies, and programs affect individuals, groups, businesses, and regions. 4. understands how United States fiscal policies and monetary policies reinforce or offset each other and how they effect levels of economic activity, the money supply of the country, and the well being of individuals, businesses, regions and the nation. 5. understands basic terms and indicators associated with levels of economic performance and the state of the economy. 6. understands factors that have led to increased international interdependence and basic concepts associated with trade between nations.

Technology Training Modules used in development:

Captain Video's Handbook	FPC 4.5 ITV Guide	
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II. ISTE/NETS Objectives Addressed: (Minimum of two listed in any area.)

Administrator: If applicable to plan.

<p>1. II. LEARNING AND TEACHING. Educational leaders ensure that curricular design, instructional strategies, and learning environments integrate appropriate technologies to maximize learning and teaching.</p>
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Educational leaders:

- A. identify, use, evaluate, and promote appropriate technologies to enhance and support instruction and standards-based curriculum leading to high levels of student achievement.
- B. facilitate and support collaborative technology-enriched learning environments conducive to innovation for improved learning.
- C. provide for learner-centered environments that use technology to meet the individual and diverse needs of learners.
- D. facilitate the use of technologies to support and enhance instructional methods that develop higher-level thinking, decision-making, and problem-solving skills.
- E. provide for and ensure that faculty and staff take advantage of quality professional learning opportunities for improved learning and teaching with technology.

2. VI. SOCIAL, LEGAL, AND ETHICAL ISSUES.

Educational leaders understand the social, legal, and ethical issues related to technology and model responsible decision-making related to these issues. Educational leaders:

- A. ensure equity of access to technology resources that enable and empower all learners and educators.
- B. identify, communicate, model, and enforce social, legal, and ethical practices to promote responsible use of technology.
- C. promote and enforce privacy, security, and online safety related to the use of technology.
- D. promote and enforce environmentally safe and healthy practices in the use of technology.
- E. participate in the development of policies that clearly enforce copyright law and assign ownership of intellectual property developed with district resources.

Teacher: If applicable to plan.

1. TECHNOLOGY OPERATIONS AND CONCEPTS.

Teachers demonstrate a sound understanding of technology operations and concepts.

Teachers:

- demonstrate introductory knowledge, skills, and understanding of concepts related to technology (as described in the ISTE National Education Technology Standards for Students)
- demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.

2. PLANNING AND DESIGNING LEARNING ENVIRONMENTS AND EXPERIENCES.

Teachers plan and design effective learning environments and experiences supported by technology. Teachers:

- design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.
- apply current research on teaching and learning with technology when planning learning environments and experiences.
- identify and locate technology resources and evaluate them for accuracy and suitability.
- plan for the management of technology resources within the context of learning activities.
- plan strategies to manage student learning in a technology-enhanced environment.

3. TEACHING, LEARNING, AND THE CURRICULUM.

Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning. Teachers:

- facilitate technology-enhanced experiences that address content standards and student technology standards.
- use technology to support learner-centered strategies that address the diverse

<ul style="list-style-type: none"> ➤ needs of students. ➤ apply technology to develop students' higher order skills and creativity. ➤ manage student learning activities in a technology-enhanced environment.
<p>4. ASSESSMENT AND EVALUATION. <i>Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies. Teachers:</i></p> <ul style="list-style-type: none"> ➤ apply technology in assessing student learning of subject matter using a variety of assessment techniques. ➤ use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning. ➤ apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication, and productivity.
<p>5. SOCIAL, ETHICAL, LEGAL, AND HUMAN ISSUES. <i>Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice. Teachers:</i></p> <ul style="list-style-type: none"> ➤ model and teach legal and ethical practice related to technology use. ➤ apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities. ➤ identify and use technology resources that affirm diversity ➤ promote safe and healthy use of technology resources. ➤ facilitate equitable access to technology resources for all students.

Student:

<p>1. Basic operations and concepts</p> <ul style="list-style-type: none"> ➤ Students demonstrate a sound understanding of the nature and operation of technology systems. ➤ Students are proficient in the use of technology.
<p>2. Social, ethical, and human issues</p> <ul style="list-style-type: none"> ➤ Students understand the ethical, cultural, and societal issues related to technology. ➤ Students practice responsible use of technology systems, information, and software. ➤ Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.
<p>3. Technology productivity tools</p> <ul style="list-style-type: none"> ➤ Students use technology tools to enhance learning, increase productivity, and promote creativity. ➤ Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.
<p>4. Technology communications tools</p> <ul style="list-style-type: none"> ➤ Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences. ➤ Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.

5. Technology research tools

- Students use technology to locate, evaluate, and collect information from a variety of sources.
- Students use technology tools to process data and report results.
- Students evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks.

6. Technology problem-solving and decision-making tools

- Students use technology resources for solving problems and making informed decisions.
- Students employ technology in the development of strategies for solving problems in the real world.

III. Overall description of the project: What is the reason for this module? What impact will it make on increasing technology and academic literacy for the participant?

Students explore the benefits, risks, and responsibilities of small business ownership in the video industry.

IV. Materials and Resources required for lesson plan implementation:

Project instructions and planning sheet, project response sheet, *ITV Final Cut Pro Quick Reference Guide, Captain Video's Handbook*

V. Any special accommodations: i.e. ESE/ESOL

As indicated in child's IEP. General accommodations include written and oral directions and instructions, teacher circulation

VI. Assessment/ evaluation of the lesson:

Entrepreneurship Project Response

1. Was the project of applying for the \$25,000 loan more or less difficult than you originally anticipated?
2. List three things you can do to ensure you maintain good credit.
3. How did factors such as shipping and handling, sales tax, and marketing affect your purchasing budget?
4. What arrangements did you make to support yourself financially during your business start up period?

5. What arrangements did you make to "house" your business?
6. List five benefits of owning your own business.
7. List five risks of owning your own business.

Entrepreneurship Project			
Performance Element	Level 3	Level 2	Level 1
Initiative to complete project	Does what needs to be done without being asked to do so.	Does what needs to be done, but needs a few reminders.	Does what needs to be done, but needs constant reminders.
Research (loans and products)	Several sources	A Few Sources	One Source
Correctness of Information	All information is correct; no errors.	Most information is correct; a few errors are present.	Information is way off.
Analysis of Pro's/Con's of business ownership	Discusses both pro's and con's	Discusses pros with maybe a few cons (or vice versa)	Discusses only pros or cons
Project-related math skills	Exhibits full use of appropriate procedures; student solves problem, uses math terms and principles in a precise manner.	Exhibits partial use of appropriate procedures; student may or may not solve problem; is unable to use precise math terms and principles.	Uses inappropriate mathematical procedures; student is unable to solve problem; misuses math principles or lacks background to solve problem.
Evaluating Quality in proposed purchases	Uses specific criteria from multiple perspectives to make judgments about the quality of products and performances	Uses specific personal criteria to make judgments about the quality of a product or performance.	Does not use specific criteria and makes general judgments from self-view only.

VII. Timeline and procedures of the lesson: (daily specific plans for implementation including anticipatory set, student-centered activities, student assessment strategy)

Anticipatory set: Students understand the basic equipment needed to operate an independent production company. Students have received instruction in writing a business plan, applying for a small business loan and using the internet to research equipment purchases.

This project involves approximately 360 classroom minutes (8 45-minute or 6 90-minute classes)

Session 1: Assignment and review of project and tasks to be accomplished. Students complete are given data to apply for a hypothetical small business loan.

Session 2: Students create a “wish list” of equipment needed for their business and begin researching equipment through a variety of sources

Session 3: students work on project with teacher guidance as needed

Session 4: students work on project with teacher guidance as needed

Session 5: students work on project with teacher guidance as needed

Session 6: students work on project with teacher guidance as needed

Session 7: students work on project with teacher guidance as needed

Session 8: Present and share projects, student assessment and teacher assessment

Self-Assessment: self-assessment using teacher-prepared rubric and written reflection to teacher-provided prompts

Teacher-Assessment: teacher-prepared rubric

VIII. Unit Outcomes or Product Produced:

Students gain an understanding and appreciation for the risks and benefits of small business ownership by creating a business plan, researching equipment needs and applying for a hypothetical business loan.

VIX. Write a summary that addresses how the integration of the technology in this lesson is relevant and increases student achievement.

Student use technology to explore careers in the television production industry.