



Iowa Academic Standards Correlation

A Entrepreneurial Mindset

Session Descriptions	Iowa Social Studies	Iowa Employability Skills
Theme 1: Entrepreneurial Abilities, Opportunities, and Market		
<p>Project: Explore 21st Century Entrepreneurship</p> <p>Students explore how team members contribute to the success of a project. Students also consider how 21st century skills contribute to entrepreneurial and business success. Students will form teams, assess team strengths and weaknesses, and create a team agreement establishing team values.</p> <p>Students Will:</p> <ul style="list-style-type: none"> • Self-assess 21st century skills and determine role on a team. • Analyze team members' skills and develop a plan to function effectively as a team. 	<p>SS.9-12.1 Create compelling questions representing key ideas within the disciplines.</p> <p>SS.9-12.2 Develop supporting questions that contribute to an inquiry and demonstrate how, through engaging source work, new compelling and supporting questions emerge.</p> <p>S.S-FL.9-12.14 Evaluate entrepreneurship, career choices and the effect on the standard of living. (21st century skills)</p>	<p>21.9–12.ES.1.b Effectively communicate with group and stakeholders.</p> <p>21.9–12.ES.1.c Demonstrate respectful behavior to group member ideas and opinions</p> <p>21.9–12.ES.1 Work independently or as a part of a team.</p> <p>21.9–12.ES.2 Maintain an open mind.</p>
<p>1.1 The Role of an Entrepreneur</p> <p>Students learn that entrepreneurs are people who meet a need or solve a problem and identify qualities entrepreneurs possess. They learn to distinguish between entrepreneurs, intrapreneurs, and employees.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Explain the terms entrepreneur and intrapreneur. • Compare and contrast the roles of entrepreneur and employee. • Describe the impact of entrepreneurs on the local and national economy. 	<p>SS.9-12.6 Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.</p> <p>SS.9-12.7 Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</p> <p>SS.9-12.8 Construct explanations using reasoning, correct sequence, examples, and details with significant and pertinent information and data,</p>	<p>21.9–12.ES.1.b Effectively communicate with group and stakeholders.</p> <p>21.9–12.ES.1.c Demonstrate respectful behavior to group member ideas and opinions</p> <p>21.9–12.ES.1 Work independently or as a part of a team.</p>

Iowa Correlations/JA Entrepreneurial Mindset

Session Descriptions	Iowa Social Studies	Iowa Employability Skills
<p>1.2 Entrepreneurial Strengths and Talents</p> <p>Students discover the identifiable set of strengths and personality profiles of successful entrepreneurs. Students will see entrepreneurial strengths in others and discover that it is important to know and develop one's own strengths.</p> <p>Students will:</p> <ul style="list-style-type: none"> Identify characteristics of a successful entrepreneur. Compare risks and benefits of choosing to be an entrepreneur. Examine personal entrepreneurial qualifications and characteristics. Develop a plan for building entrepreneurial skills. 	<p>SS-FL.9-12.14. Evaluate entrepreneurship, career choices and the effect on the standard of living.</p>	<p>21.9–12.ES.1.j Recognize own and other’s good efforts.</p> <p>21.9–12.ES.1 Accept and provide feedback in a constructive and considerate manner.</p> <p>21.9–12.ES.1.f Determine people’s strengths and assign roles accordingly.</p> <p>21.9–12.ES.1.g Contribute to a team by sharing information and expertise.</p> <p>21.9-12.ES.1 Facilitate compromise that can lead to group consensus.</p> <p>21.9–12.ES.2 Facilitate and delegate responsibilities to best accomplish goal(s).</p> <p>21.9–12.ES.2 Provide constructive feedback.</p> <p>21.9–12.ES.3 Appreciate ideas of others</p>
<p>1.3 Entrepreneurial Ethical Responsibilities</p> <p>Students learn that entrepreneurs have ethical responsibilities in many dimensions. They analyze possible actions in response to an ethical dilemma in the workplace and develop an action plan for the business owner. Then, students discuss the importance of a code of ethics and ways of promoting ethical behavior in the workplace.</p> <p>Students will:</p> <ul style="list-style-type: none"> Define ethics and identify common ethical issues for entrepreneurs. Analyze the effect of unethical behavior for a business. Identify strategies that promote ethical behavior in a small business. Develop a code of ethics for a business venture. 	<p>SS-FL.9-12.14. Evaluate entrepreneurship, career choices and the effect on the standard of living.</p>	<p>21.9–12.ES.3 Express thoughts and ideas clearly and succinctly.</p> <p>21.9–12.ES.2 Positively support the work of others.</p> <p>21.9–12.ES.2 Know when to listen and when to speak-up.</p> <p>21.9–12.ES.3 Demonstrate trustworthiness and honesty.</p> <p>21.9–12.ES.3 Make decisions based on important core values.</p> <p>21.9–12.ES.5 Demonstrate ethical behavior and works responsibly, reliably, and collaboratively with others</p>

Iowa Correlations/JA Entrepreneurial Mindset

Session Descriptions	Iowa Social Studies	Iowa Employability Skills
<p>1.4 Idea Generation</p> <p>Students learn that entrepreneurship focuses on recognizing and acting upon a business opportunity. Often entrepreneurs' business ideas are generated when they recognize a problem and come up with an idea for a product or service that will solve the problem. Students will practice brainstorming business ideas and planning the best way to develop the idea.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Identify a problem or need and develop a list of solutions. • Generate ideas for a product or service that meets customers' needs. • Evaluate the advantages and disadvantages of starting a new business versus purchasing an existing business or a franchise to fill a need. 	<p>SS.9-12.3. Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</p>	<p>21.9–12.ES.1.c Demonstrate respectful behavior to group member ideas and opinions.</p> <p>21.9–12.ES.1.j Recognize own and other's good efforts.</p> <p>21.9–12.ES.1 Accept and provide feedback in a constructive and considerate manner.</p> <p>21.9–12.ES.1.g Contribute to a team by sharing information and expertise.</p> <p>21.9–12.ES.2 Identifies and suggests alternative ways to achieve goals.</p> <p>21.9–12.ES.2 Brainstorms effectively.</p>

Iowa Correlations/JA Entrepreneurial Mindset

Session Descriptions	Iowa Social Studies	Iowa Employability Skills
Theme 2: Business Plan		
<p>Project: Identify a Business Problem</p> <p>Students identify problems that can be solved with a new business and write a business challenge statement that includes an explanation of the problem and supporting evidence as well as a description of the options currently available to solve the problem.</p> <p>Students Will:</p> <ul style="list-style-type: none"> Brainstorm a list of business problems using team member input. Develop a challenge statement describing a potential business problem. 	<p>SS.9-12.5. Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.</p> <p>SS.9-12.7. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</p>	<p>21.9–12.ES.1.d Manage and resolve conflict when appropriate.</p> <p>21.9–12.ES.1.e Lead or support when appropriate.</p> <p>21.9–12.ES.1.f Determine people’s strengths and assign roles accordingly.</p> <p>21.9–12.ES.1.g Contribute to a team by sharing information and expertise.</p> <p>21.9–12.ES.1 Carry out multiple tasks or projects.</p> <p>21.9–12.ES.1 Continuously monitor the success of a project or task</p> <p>21.9–12.ES.1 Consider multiple perspectives and represents a problem in more than one way.</p> <p>21.9–12.ES.3 Communicate effectively.</p> <p>21.9–12.ES.3 Collaborate effectively.</p> <p>21.9–12.ES.4 Understand the task.</p> <p>21.9–12.ES.4 Identify the depth and breadth of knowledge to be successful at a task.</p> <p>21.9–12.ES.4 Identify and utilize appropriate measure of knowledge.</p> <p>21.9–12.ES.4 Evaluate and select the best resources in context of the problem, and allocates them appropriately.</p> <p>21.9–12.ES.4 Identify root cause of problem.</p>
<p>2.1 Business Plan for Stakeholders</p> <p>Students learn that a business proposal needs not just a pitch but a plan. They understand that a business plan provides a roadmap for where a business wants to go, and how it plans to get there. Students learn that business plans have different types of stakeholders—parties with different interests in the future of an enterprise.</p> <p>Students will:</p> <ul style="list-style-type: none"> Explain the purpose of a business plan. Describe the types of business plans. Analyze the relevance of the information in a business plan to different stakeholders. 	<p>SS.9-12.8. Construct explanations using reasoning, correct sequence, examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanations given its purpose.</p>	<p>21.9–12.ES.1.e Lead or support when appropriate.</p> <p>21.9–12.ES.1 Process information in order to make an informed decision.</p> <p>21.9–12.ES.2 Build relationships.</p> <p>21.9–12.ES.3 Communicate effectively.</p> <p>21.9–12.ES.4 Understand incremental steps for acquiring goals.</p> <p>21.9–12.ES.4 Create a written plan.</p> <p>21.9–12.ES.4 Identify partners and resources germane to the situation.</p>

Iowa Correlations/JA Entrepreneurial Mindset

Session Descriptions	Iowa Social Studies	Iowa Employability Skills
<p>2.2 Business Plan Elements</p> <p>Students learn about the parts of a business plan by reviewing sample plans. Students analyze samples to determine effective techniques for sharing information in a business plan. They work collaboratively to write a business plan for a business in their community.</p> <p>Students will:</p> <ul style="list-style-type: none"> Identify the major elements of a business plan. Review sample business plans. Determine the information to be included in each element of the business plan. 	<p>SS-Econ.9-12.13. Apply the concept of scarcity when making economic decisions.</p> <p>SS-Econ.9-12.14. Use cost-benefit analysis to argue for or against an economic decision.</p>	<p>21.9–12.ES.1 Read, understand and create information presented in a variety of forms (e.g. words, charts, graphs, diagrams)</p> <p>21.9–12.ES.2 Engage in the tasks to accomplish goal.</p> <p>21.9–12.ES.2 Provide constructive feedback</p>
<p>2.3 Business Plan Financials</p> <p>Students learn the importance of assessing the costs and revenues of a business. They learn what a balance sheet, an income statement, and a cash-flow statement are used for and the differences between them. Students use financial data to prepare an income statement for a start-up business.</p> <p>Students will:</p> <ul style="list-style-type: none"> Assess the costs associated with starting, managing, and growing a start-up business. Compare and contrast a cash flow statement, pro forma income statement, and pro forma balance sheet, and interpret the uses of each. Prepare a financial statement that could be included in the financial section of a business plan. 	<p>SS-Econ.9-12.14. Use cost-benefit analysis to argue for or against an economic decision.</p> <p>SS.FL.9-12.13 Develop short- and long-term financial goals. (21st century skills)</p> <p>SS-FL.9-12.22. Apply investment tools to meet financial goals. (21st century skills)</p>	<p>21.9-12.ES.5 Demonstrate productivity and accountability by meeting high expectations.</p> <ul style="list-style-type: none"> Deliver quality job performance on time Recognize and understand required standards needed for successful completion Set goals and establish timelines to reach required standards

Iowa Correlations/JA Entrepreneurial Mindset

Session Descriptions	Iowa Social Studies	Iowa Employability Skills
<p>2.4 Sourcing the Plan</p> <p>Students learn about the range of options that entrepreneurs have for sourcing funds for their startups. Students weigh the pros and cons of the options available and determine the best approach for different start-ups. They research the factors that lenders consider before making loans.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Identify the steps to take to raise money for a start-up. • Describe documentation and requirements for getting a loan from a financial institution. • Evaluate capital options to finance a start-up. 	<p>SS-Econ.9-12.14. Use cost-benefit analysis to argue for or against an economic decision.</p> <p>SS.FL.9-12.13 Develop short- and long-term financial goals. (21st century skills)</p> <p>SS-FL.9-12.22. Apply investment tools to meet financial goals. (21st century skills)</p>	<p>21.9–12.ES.1 Process information in order to make an informed decision.</p> <p>21.9-12.ES.5 Demonstrate productivity and accountability by meeting high expectations.</p> <ul style="list-style-type: none"> • Demonstrate accountability for individual performance • Stay productive when on the job • Take initiative to help others when own work is completed • Accept responsibility for errors and corrects errors • Learn from mistakes • Follow through with work assignments
<p>Theme 3: Economics</p>		
<p>Project: Create a Business Solution</p> <p>Students identify and evaluate multiple solutions to address a business problem. Students will create a decision tree to evaluate proposed solutions. After evaluating their options, students will reach an agreement to pursue one of those options as their business idea.</p> <p>Students Will:</p> <ul style="list-style-type: none"> • Brainstorm and evaluate business ideas to address a specific problem. • Conduct research and use evidence to determine feasibility of solutions. • Use a decision tree to analyze business solution options. 	<p>SS.9-12.9 Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies and digital technologies.</p>	<p>21.9–12.ES.1.i Collaborate effectively with other teams/team members toward a common goal.</p> <p>21.9–12.ES.1 Process information in order to make an informed decision.</p> <p>21.9–12.ES.3 Communicate effectively.</p> <p>21.9–12.ES.3 Collaborate effectively.</p> <p>21.9–12.ES.4 Detail a course of action in writing with sequence of steps.</p> <p>21.9–12.ES.4 Implement a solution and makes adjustments when there is need/opportunity for improvement involved.</p>

Iowa Correlations/JA Entrepreneurial Mindset

Session Descriptions	Iowa Social Studies	Iowa Employability Skills
<p>3.1 Entrepreneurs and the Economy</p> <p>Students learn about opportunity cost, scarcity, supply, and demand, and how these basic economic principles affect businesses. They analyze entrepreneurs' choices about what they produce and how and for whom they produce it. Students analyze supply and demand and market-clearing price for a given product.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Define common economic terms. • Explain how economic concepts affect entrepreneurial ventures. • Analyze the relationship between supply and demand and price. • Construct and interpret a demand curve. 	<p>SS-Econ.9-12.13 Apply the concept of scarcity when making economic decisions.</p> <p>SS-Econ-9-12.17 Explain how changes in supply and demand cause changes of goods and services, labor, credit, and foreign currencies.</p>	<p>21.9-12.ES.4</p> <ul style="list-style-type: none"> • Set and achieve high standards and goals • Understand incremental steps for acquiring goals • Create a written plan • Set realistic goals that match aptitudes • Engage in activities to improve skills that are relative to goals
<p>3.2 Role of Profit</p> <p>Students learn about the importance of profit to a business. They will focus on profit-building behaviors and how to invest profits.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Compute the difference between total revenue and total expenses. • Evaluate short- and long-term alternatives for a business to reach profitability. • Establish a profit goal for an entrepreneurial venture. • Formulate a plan for utilizing profit in a business. 	<p>SS-Econ.9-12.14. Use cost-benefit analysis to argue for or against an economic decision.</p>	<p>21.9-12.ES.4</p> <ul style="list-style-type: none"> • Set and achieve high standards and goals • Understand incremental steps for acquiring goals • Create a written plan • Set realistic goals that match aptitudes • Engage in activities to improve skills that are relative to goals
<p>3.3 Function of Price</p> <p>Students review the relationship between price and supply and demand. They learn how production, wholesale, and retail prices are determined. Then students learn about different pricing strategies and the relationship among cost, price, and value.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Describe relationship among cost, price, and value. • Evaluate scenarios and determine the cost, price, and value in each. • Justify why retail prices are so much higher than the manufacturing costs of the product/service. 	<p>SS-Econ.9-12.14. Use cost-benefit analysis to argue for or against an economic decision.</p> <p>SS-Econ.9-12.16. Describe how changes in the level of competition can affect price and output levels in specific markets.</p>	<p>21.9-12.ES.1 Use all the appropriate principles of communication effectively</p> <ul style="list-style-type: none"> • Ask appropriate questions in seeking clarification • Read, understand and create information presented in a variety of forms (e.g. words, charts, graphs, diagrams) • Follow directions • Express thoughts and ideas clearly and succinctly • Use appropriate technology to communicate • Use appropriate channels of communication (written, verbal, technical, visual)

Iowa Correlations/JA Entrepreneurial Mindset

Session Descriptions	Iowa Social Studies	Iowa Employability Skills
<p>3.4 International Trade</p> <p>Students learn about international trade and how and why countries import and export goods. They learn how international trade is based upon specialization and exchange, and compare and contrast some of the benefits of manufacturing overseas versus in the United States. Students research U.S. imports and analyze the benefits of importing.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Explain the relationship among trade, imports, and exports. • Describe the importance of international trade. • Identify products imported into the United States. 	<p>SS-Econ.9-12.22. Explain the role of specialization in trade.</p> <p>SS-Econ.9-12.23. Explain how globalization has impacted various aspects of economic growth, labor markets, and rights of citizens, the environment, and resource and income distribution in different nations.</p>	<p>21.9–12.ES.1 Use all the appropriate principles of communication effectively</p> <ul style="list-style-type: none"> • Ask appropriate questions in seeking clarification • Read, understand and create information presented in a variety of forms (e.g. words, charts, graphs, diagrams) • Follow directions • Express thoughts and ideas clearly and succinctly
<p>Theme 4: Stages of Small Business Growth</p>		
<p>Project: Describe the Product or Service</p> <p>Students develop a description of their proposed product or service including the features and benefits of the product. Students choose a name for their business and a catchphrase or logo and then create a prototype of the product.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Develop a blueprint, prototype, or model of the business product or service. • Describe the product or service, including its features and benefits of the product. 	<p>SS.9-12.1 Create compelling questions representing key ideas within the disciplines.</p> <p>SS.9-12.2 Develop supporting questions that contribute to an inquiry and demonstrate how, through engaging source work, new compelling and supporting questions emerge.</p>	<p>21.9-12.ES.1 Communicate and work productively with others, incorporating different perspectives and cross cultural understanding, to increase innovation and the quality of work.</p> <p>21.9–12.ES.1.i Collaborate effectively with other teams/team members toward a common goal.</p> <p>21.9–12.ES.1.j Recognize own and other’s good efforts.</p>
<p>4.1 Start-Up Stage</p> <p>Students explore the challenges and opportunities entrepreneurs encounter during the start-up stage of the business life cycle. Students also learn more about the types of decisions made during this stage.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Recognize the four phases of the business life cycle. • Describe the primary concerns and challenges for businesses in the start-up stage. • Identify solutions for common start-up challenges. 	<p>SS-Econ.9-12.15. Analyze what goes into determining, and who determines, what is produced and distributed in a market system.</p>	<p>21.9–12.ES.1 Use all the appropriate principles of communication effectively</p> <ul style="list-style-type: none"> • Listen to understand and appreciate the points of view of others • Listen for comprehension • Listen for decision making • Process information in order to make an informed decision • Ask appropriate questions in seeking clarification

Iowa Correlations/JA Entrepreneurial Mindset

Session Descriptions	Iowa Social Studies	Iowa Employability Skills
<p>4.2 Growth Stage Students explore the challenges and opportunities entrepreneurs encounter during the growth stage of the business life cycle. Students also learn more about the types of decisions made during this stage.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Explain the growth stage of the business life cycle for small businesses. • Describe the primary concerns and challenges for businesses in the growth stage. • Identify solutions for common challenges in the growth stage. 	<p>SS.9-12.7. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</p> <p>Econ.9-12.16. Describe how changes in the level of competition can affect price and output levels in specific markets.</p>	<p>21.9–12.ES.1 Learn from mistakes and accept feedback.</p> <p>21.9-12.ES.4 Demonstrate initiative and self-direction through high achievement and lifelong learning while exploring the ways individual talents and skills can be used for productive outcomes in personal and professional life.</p> <ul style="list-style-type: none"> • Perform work without oversight • Assesses the situation and identify the priority/necessary actions to be taken • Understand the value of the task in relationship to greater goal
<p>4.3 Expansion Stage Students explore the challenges and opportunities entrepreneurs encounter during the expansion stage of the business life cycle. Students also learn more about the risks of expansion and what to consider before making that decision.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Describe characteristics of businesses in the expansion stage of the business life cycle. • Identify methods of expanding a business. • Analyze expansion options for a small business and determine the most appropriate. 	<p>SS-Econ.9-12.16. Describe how changes in the level of competition can affect price and output levels in specific markets.</p>	<p>21.9-12.ES.2 Demonstrate appropriate risk-taking</p> <ul style="list-style-type: none"> • Provides innovative and resourceful engagement • Identifies and suggests alternative ways to achieve goals <p>21.9-12.ES.3 Use interpersonal skills to influence and guide others toward a goal</p> <ul style="list-style-type: none"> • Demonstrate integrity and ethical behavior • Accept ownership for actions • Demonstrate trustworthiness and honesty • Make decisions based on important core values

Iowa Correlations/JA Entrepreneurial Mindset

Session Descriptions	Iowa Social Studies	Iowa Employability Skills
<p>4.4 Maturity Stage</p> <p>Students learn about the challenges and opportunities entrepreneurs encounter during the maturity stage of the business life cycle. Students explore the decisions involved updating products and making decisions about the future of a business.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Describe characteristics of businesses in the maturity stage of the business life cycle. • Identify options for addressing declining sales in the maturity stage. • Determine the most appropriate option for a small business in the maturity stage. 	<p>SS-Econ.9-12.16. Describe how changes in the level of competition can affect price and output levels in specific markets.</p>	<p>21.9-12.ES.4 Assess one’s own mastery of skills</p> <ul style="list-style-type: none"> • Understand the task • Identify the depth and breadth of knowledge to be successful at a task • Identify and utilize appropriate measure of knowledge
<p>Case Study: Developing Ideas</p> <p>Students learn about the effect of innovation on the business life cycle. Then use the Design Thinking process to identify an innovation for a mature business.</p> <p>Students Will:</p> <ul style="list-style-type: none"> • Describe the business life cycle and the importance of innovation to the cycle. • Develop a socially responsible business innovation, using the Design Thinking process. 	<p>SS-Econ.9-12.16. Describe how changes in the level of competition can affect price and output levels in specific markets.</p>	<p>21.9–12.ES.1 Express thoughts and ideas clearly and succinctly.</p> <p>21.9–12.ES.1 Work independently or as a part of a team.</p> <p>21.9-12.ES.2 Adapt to various roles and responsibilities and work flexibly in climates of ambiguity and changing priorities.</p> <ul style="list-style-type: none"> • Demonstrate appropriate risk-taking • Provides innovative and resourceful engagement • Identifies and suggests alternative ways to achieve goals