

***BROWN COUNTY OHIO BUSINESS**

THEMATIC UNIT

THEME: The theme of this unit will focus on creating a mock business to serve the local market of Brown County Ohio.

GRADE LEVEL: 3rd grade

STRAND: Economics

CONTENT STATEMENT:

- 1. Line graphs are used to show changes in data over time.**
- 2. Making decisions involves weighing costs and benefits.**
- 3. A consumer is a person whose wants are satisfied by using goods and services. A producer makes goods and/or provides services**

PROCESS:

For this unit you will be creating a portfolio of your work. The lessons must be completed in order because as you work, each piece builds upon the previous lessons. You have been given the lessons with directions and assignment pages for the complete unit in this binder. The lesson gives you directions telling you what to do. It also tells you how many class periods you have to do the assignment in. The assignment page tells you how to turn in your work. There are 10 lessons altogether. This work is spaced out and you have the full 9 weeks to complete the unit. You can read through it and it will give you the step by step outline of what you will be doing. Therefore you can look ahead to know what you will be working toward. When the unit is complete you will have all of your information in one place.

TIMELINE OF ASSIGNMENTS AND DUE DATES

START DATE	LESSON	DUE DATE END OF CLASS
March 24	Set up new portfolio	
March 25	Discussion of Unit 4	
March 26	Lesson 1	April 9
April 10	Lesson 2	April 17
April 21	Lesson 3	April 28
April 29	Lesson 4	May 13
May 14	Lesson 5	May 14
May 15	Lessons 6 & 7	May 15

ENRICHMENT CLASS PERIODS

March 23 & 30	LA
April 1 & 8	MA
April 13 & 20	LA
April 27	MA

MATERIALS RELATING TO SETTING UP A BUSINESS

SITES FOR EXAMPLES OF BUSINESS PLANS:

<http://www.entrepreneur.com/businessplan/index.html>

<http://www.entrepreneur.com/article/38292>

<http://www.entrepreneur.com/how-to-write-a-business-plan>

<http://www.businessplan.com/business-plan-articles/mock-business-plan>
<http://www.businesstown.com/planning/creating-rainbow.asp>

http://www.ehow.com/how_5017695_draft-business-plan.html

<http://www.ehow.com/search.html?s=What+Business+Can+I+Start&skin=money&t=alI&rs=1&channel=biz> [running a business](#)

SITES FOR EXAMPLES OF BUSINESS CARDS:

<http://www.zazzle.com/modern+businesscards>

<http://www.bing.com/images/search?q=Examples+of+business+cards&qpv=Example+s+of+business+cards&FORM=IGRE>
<http://www.stocklayouts.com/Templates/Free-Templates/Free-Sample-Business-Card-Template-Design.aspx>

<http://www.tinyprints.com/business-cards/sample-business-cards>

SITES FOR EXAMPLES OF BUSINESS LOGOS

http://www.freelogoservices.com/index2?utm_source=bing_search&utm_campaign=us_canada_broad&utm_medium=cpc&utm_term=business_logos&utm_content=b_logos_for_business

<http://graphicdesignjunction.com/2012/07/business-logo-design/>

<http://www.noupe.com/design/creative-brainstorming-50-examples-of-the-logo-design-process.html>

SITES FOR EXAMPLES FOR WRITING MARKET ANALYSIS REPORT

<http://www.entrepreneur.com/article/78002>

<http://www.sba.gov/content/market-analysis>

<http://yourbusiness.azcentral.com/write-marketing-analysis-report-10969.html>

LESSON 1

TIME: 3 CLASS PERIODS

GOALS: The first goal of this lesson is for you to choose a partner to work with throughout the unit. You will be working with this person on all parts of the unit however you will each be turning in your own assignment pages for each lesson. Basically your work should be the same. The second goal of this lesson is for you and your partner to decide on a general area that you would like to focus on to create a mock business to serve Brown County Ohio. Answer the guiding question: **What product can I create or service can I provide to meet the needs of Brown County Ohio?** This will be the focus of your particular study for the whole unit, so this is an extremely important choice for you to make.

STUDENT DIRECTIONS:

For this unit, think about Brown County Ohio. You have spent much of this year learning about different aspects of Brown County. Now think about a need that you could fulfill for the county and brainstorm ideas for your own mock business.

You are going to need to create a mock business plan. A business plan is a written description of your business's future, a document that tells what you plan to do and how you plan to do it. Business plans are strategic. You start here, today, with certain resources and abilities. You want to get to a there, a point in the future (usually three to five years out) at which time your business will have a different set of resources and abilities as well as greater profitability and increased assets. Your plan shows how you will get from here to there.

To help you get started go to this site:

<http://www.businesstown.com/planning/creating-rainbow.asp>

Read this mock Business Plan Summary to give you an idea of the direction that you need to follow. Make sure you read the following headings and take notes: **Business Concept, Current Situation, Key**

Success Factors, Financial Situation/Needs, and Market Analysis Report. Look at the site index and pay special attention to the letters and forms and marketing sections. Next go to this site:

<http://www.browncountyohiochamber.com/guide-to-starting-a-business-in-ohio.htm>

Read the Guide to Starting a Business.

As you and your partner research in lesson 2, you may modify your plan. For lesson 1 you need to turn in a tentative plan.

All of the work needs to be done in class but you can use your time outside of class to organize your thoughts, talk to others to brainstorm ideas, and make your decisions.

Finally after three class periods, your topic and guiding question will be due.

Use the following assignment sheet to fill out for your work.

ASSIGNMENT 1

TOPIC SELECTION AND GUIDING QUESTION

Name _____

Date _____

Unit Name _____

The topic I have chosen is _____

My guiding question is: _____

My partner is _____

ASSIGNMENT 1

TOPIC SELECTION AND GUIDING QUESTION

RUBRIC

NAME _____

DATE _____

Response Rubric

	4	3	2	1	POINTS
Ideas and Content	What you are writing about is clear and well-expressed, including specific examples to demonstrate what you learned.	What you are writing about is clear. You answered the question. Some support may be lacking, or your sentences may be a bit awkward.	You put thought into this, but there is no real evidence of learning. More specific information is needed or you need to follow the directions more closely.	There is no clear or specific explanation in answer to the question.	_____
				Total	

LESSON 2

TIME: 5 CLASS PERIODS

LANGUAGE ARTS RESEARCH ASSIGNMENT

STUDENT DIRECTIONS:

For this part of the unit you will be doing your research to learn as much as you can through a variety of sources in order to help answer your guiding question and write your business plan. The paper will need to have these specific areas: Business Concept, Current Situation, Financial Situation/Needs, Market Analysis Report. You may use internet sources, book sources, magazine, or newspaper articles.

Take notes as you read. Make sure your notes are clear and in your own words. Make sure that you write down exactly where you get your information: for instance the exact website with proper URL or the book title with author name and copyright. Keep this information for the final page of your notes where you are going to list your sources.

All of this information will help you to write your business plan that is the next assignment. So as you read and search think about and look for information to help you learn about your topic. You will turn in all of your notes along with the list of sources as the last page on the due date.

ASSIGNMENT 2

RESEARCH NOTES

NAME _____

DATE _____

**STAPLE YOUR NOTES AND SOURCE LIST TO THIS
PART OF YOUR PORTFOLIO.**

LESSON 3

TIME: 5 CLASS PERIODS

LANGUAGE ARTS WRITING ASSIGNMENT

LANGUAGE ARTS STRAND: WRITING

2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

a. Introduce a topic and group related information together;

Include illustrations when useful to aiding comprehension.

b. Develop the topic with facts, definitions, and details.

c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.

d. Provide a concluding statement or section.

STUDENT DIRECTIONS:

For the assignment you will need to write a paper that is a business plan for your mock business. The paper will need to have these specific areas: Business Concept, Current Situation, Financial Situation/Needs, and Market Analysis Report. Remember your starting point for all of this is that guiding question that you wrote.

MARKET ANALYSIS

Every business plan should include a market analysis. This is one of the first and most important reasons to do a business plan. The market you need to look at is your potential market, not the actual market served, the one that's limited to your existing customers. It's the people you might someday reach, or people you could reach, that you need to be concerned about.

For example, the market of a local movie theater or restaurant includes not just the people who regularly go there but everybody who lives within driving distance. The market for a landscaping business includes all the homes and commercial properties within a logical reach. The market for downloadable e-books over the internet includes everyone connected to the web. The market for personal computers includes homes, schools, businesses, and government organizations.

It's your plan--and every plan is different--so you need to know as much as you can about your target market.

The information sources that will help you conduct a market analysis are different for every business plan. For example, you might need local information you can get from your local chamber of commerce. Or you might be able to find your market information at www.business.gov , which is a good source for information from the U.S. Census Bureau, the Department of Labor, the Department of Commerce and others. You might also need to find other government statistics, or other commercial statistics, so you may be conducting some internet searches to track down the information.

Not all the information you need is going to be publicly available, and you may have to settle for educated estimates. Sometimes you'll have to figure out information from different sources to get the information you're seeking. Good market research can come from telephone directories, catalogs, industry association statistical compilations, real estate information and density maps. Market Size and Growth

You need to be able to measure and quantify your market. For example, if local homeowners are part of your target market, then you should be able to count them. You need to know whether you have 500 people in your market, or 200,000, or 2 billion. Be able to show what the total market is for your business.

Finally, make sure you have included all of the parts to your business plan. Make sure it is well written. Since you are working with a partner on this project, it would be a good idea for you each to edit each other's writing.

ASSIGNMENTS 2 AND 3 RUBRIC

Informational or Explanatory Text-Based Writing Rubric

Reading/ Research	4 The writing makes effective use of resources, Effectively uses relevant and sufficient text support from the resources with accuracy, and effectively integrates credible sources	3 The writing makes adequate use of available resources, uses relevant and sufficient text support from the resources with accuracy, and uses credible sources	2 The writing makes limited use of available resources, Inconsistently uses relevant and sufficient text support from the resources with accuracy, Inconsistently uses credible sources	1 The writing makes inadequate use of available resources, fails to use relevant and sufficient text support from the resources with accuracy, attempts to use credible sources	Points _____
Develop- ment	The writing addresses all aspects of the writing task with a tightly focused and detailed response, skillfully develops the topic using facts, quotations or other information and examples that are relevant and sufficient	The writing addresses the writing task with a focused response, develops the topic using facts, definitions, concrete details, quotations, or other information and examples that are relevant and sufficient	The writing addresses the writing task with an inconsistent focus, inconsistently develops the topic using facts, definitions, concrete details, quotations, or other information and examples that are relevant and sufficient	The writing attempts to address the writing task but lacks focus, develops the topic using facts, definitions, concrete details, quotations, or other information and examples that are irrelevant and/or insufficient	_____
Organi- zation	The writing effectively introduces the topic, effectively organizes complex ideas, concepts, and information and supports the writing task, uses effective transitions to clarify the relationships among ideas and concepts, provides an effective concluding statement or a section that follows from the information or explanation presented	The writing introduces the topic clearly, organizes ideas, concepts, and information, uses appropriate transitions to clarify the relationships among ideas and concepts, provides a concluding statement or section that follows from the information or explanation presented	The writing introduces the topic, organizes ideas , concepts, and information in a manner that may lack cohesion (ideas may be rambling and/or repetitive), inconsistently uses appropriate transitions to clarify the relationships among ideas and concepts, provides a sense of closure	The writing identifies the topic, has little or no evidence of purposeful organization	_____
Language/ Conven- tions	The writing demonstrates an exemplary command of standard English conventions, skillfully employs language and tone appropriate to audience and purpose, has sentences that are skillfully constructed with appropriate variety in length and structure, provides basic bibliographic information for sources*	The writing demonstrates a command of standard English conventions: errors do not interfere with understanding, employs language and tone appropriate to audience and purpose, has sentences that are generally complete with sufficient variety in length and structure, provides basic bibliographic information for sources*	The writing demonstrates a limited and/or inconsistent command of standard English conventions; Errors may interfere with understanding, inconsistently employs language and tone appropriate to audience and purpose, has some sentence formation errors and/or a lack of sentence variety, attempts to provide basic bibliographic information for sources*	The writing demonstrates a weak command of standard English conventions; errors interfere with understanding, employs language and tone that are inappropriate to audience and purpose, has frequent and severe sentence formation errors and/or a lack of sentence variety, fails to provide basic bibliographic information for sources*	_____
				Total	_____

LESSON 4

TIME: 10 CLASS PERIODS

PRODUCT SELECTION AND CREATION

STUDENT DIRECTIONS: For this portion of the unit, you are to choose a product that will communicate the knowledge that you've gained through your work on the project to this point. The product may include visual, auditory, and tactile modalities. For example, you need to create something to help market your product or service. As a portion of this product you are to create a business name, a business logo, and a business card. These parts must be created! In addition, you may want to write a skit, a commercial, a jingle. As with the other units, the products have few a parameters but a limitless list of possibilities! So use your imagination and be creative!

LIST OF POSSIBLE PROJECTS TO PRODUCE

Create a mobile

Create a diorama

Create a power point

Create a painting

Create a game board

Create a model

Create a sculpture of clay

Create a newscast

Create a video

Create a collage of pictures

Draw a map

Draw and color

Cook a food from your region

Write an alphabet book

Write a song

Write a blog

Write and illustrate a picture book

Create a dance

Write a poem

Design a building

Sew a map

Sew a doll size outfit

Build a building, boat, or car

Design a video game

Draw and write a cartoon

Write a song

Write a skit or play

Write a rap

****Remember your product can be something that is not on this list. Check with the teacher first!**

ASSIGNMENT 4

PRODUCT

NAME _____

DATE _____

What is your product?

Why did you choose this product to show what you have learned about your topic?

ASSIGNMENT 4

PRODUCT RUBRIC

NAME _____

DATE _____

	4	3	2	1	Points
Ideas	Ideas are easy to understand and well developed	Ideas are clear and easy to understand	Ideas are somewhat unclear and need some explanation	Ideas are hard to understand and confusing	_____
Quality	Final product is complete. It contains added elements that enhance the overall project.	Final product is complete and is appealing.	Final product is complete but limited in detail and effort.	Final product is incomplete, missing key parts or lacking effort.	_____
Originality	Product shows a large amount of original thought. Ideas are creative.	Product shows some original ideas and new insights.	Product uses basic information and does not draw on own conclusions.	Product is not original.	_____
				Total	

LESSON 5 AND ASSIGNMENT 5

TIME: 1 CLASS PERIODS

THEMATIC UNIT PRESENTATION PLANNING GUIDE

NAME _____

DATE _____

TIME OF PRESENTATION _____

PRESENTATION PLAN:

MATERIALS:

What items do you need to remember in order to be prepared for the presentations of your project to your peers and your family? _____

What do you need your teachers to help you with on the day of the presentation?

LESSON 5

THEMATIC UNIT PRESENTATION PLANNING GUIDE RUBRIC

NAME _____ DATE _____

Response Rubric

	4	3	2	1	POINTS
Ideas and Content	What you are writing about is clear and well-expressed, including specific examples to demonstrate what you learned.	What you are writing about is clear. You answered the question. Some support may be lacking, or your sentences may be a bit awkward.	You put thought into this, but there is no real evidence of learning. More specific information is needed or you need to follow the directions more closely.	There is no clear or specific explanation in answer to the question.	_____
				Total	

LESSON 6 AND ASSIGNMENT 6 TIME: TEN MINUTES

PROJECT PRESENTATION

STUDENT DIRECTIONS:

As part of the conclusion of this unit, you will present your newly gained knowledge about the topic that was the focus of your research in this unit. Your portion of the presentation may last ten minutes. You will be assigned a ten minute piece and your family will be invited to attend your presentation only. Throughout the day of presentations each student who is in the TAG classes will be presenting and when they are not presenting they will spend their time watching the other presenters throughout the day.

Following are the step by step expectations for your

presentation: INTRODUCTION: Your presentation is to include the overall title of your unit and the name of the particular topic that was the focus of your research.

PRESENTATION: Next you are to share the product that you created to demonstrate your learning. It is important that you clearly explain the connection between your creation and the topic.

CONCLUSION: Use your career and college application assignment to give a concise explanation about the connections between your learning and possible careers and/or college applications. Finally: Make sure that you use a clear, loud voice and show eye contact with your audience!

LESSON 6

PROJECT PRESENTATION RUBRIC

NAME _____

DATE _____

	4	3	2	1	POINTS
EYE CONTACT	Holds attention of entire audience with the use of direct eye contact, seldom looking at notes	Consistent use of direct eye contact with audience, but still returns to notes	Displayed minimal eye contact with audience, while reading mostly from the notes	No eye contact with audience, as entire report is read from notes	_____
BODY LANGUAGE	Movements seem fluid and help the audience visualize	Made movements or gestures that enhance articulation	Very little movement or descriptive gestures	No movement or descriptive gestures	_____
POISE	Student displays relaxed, self-confident nature about self, with no mistakes.	Makes minor mistakes, but quickly recovers from them; displays little or no tension.	Displays mild tension; has trouble recovering from mistakes.	Tension and nervousness is obvious; has trouble recovering from mistakes.	_____
ENTHUSIASM	Demonstrates a strong, positive feeling about topic during entire presentation.	Occasionally shows positive feelings about topic.	Shows some negativity toward topic presented.	Shows absolutely no interest in topic presented	_____
ELOCUTION	Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.	Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation	Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Student mumbles, incorrectly pronounces terms, and speaks too quietly for a majority of students to hear	_____
				Total	

LESSON 7 AND ASSIGNMENT 7

TIME: 1 CLASS PERIOD

SELF REFLECTION

NAME _____

DATE _____

- 1. What is the most important thing you feel that you learned through this project and why?**

- 2. What would you do differently the next time you have a similar project and why would you do it differently?**

- 3. What would you do the same on a similar project and why?**

Assignment 7

SELF REFLECTION RUBRIC

NAME _____

DATE _____

Response Rubric

	4	3	2	1	POINTS
Ideas and Content	What you are writing about is clear and well-expressed, including specific examples to demonstrate what you learned.	What you are writing about is clear. You answered the question. Some support may be lacking, or your sentences may be a bit awkward.	You put thought into this, but there is no real evidence of learning. More specific information is needed or you need to follow the directions more closely.	There is no clear or specific explanation in answer to the question.	_____
				Total	