

## 11-12 ELA Standards: Technical Professions

### ELA Reading Standards for Technical Professions

**RT.11-12.1** Cite specific textual evidence to support analysis of technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.

**RT.11-12.2** Determine central ideas or conclusions of a text and analyze their development; summarize the complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

**RT.11-12.3** Follow precisely a complex multistep procedure when carrying out processes, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

**RT.11-12.4** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.

**RT.11-12.5** Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.

**RT.11-12.6** Analyze the author's purpose in providing an explanation, describing a procedure, or discussing a process in a text, identifying important issues that remain unresolved.

**RT.11-12.7** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

**RT.11-12.8** Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

**RT.11-12.9** Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

**RT.11-12.10** By the end of grade 12 read and comprehend technical texts in the grades 11-12 text complexity band independently and proficiently.

## **ELA Writing Standards for Technical Professions**

**WT.11-12.1** Write arguments focused on discipline-specific content.

**WT.11-12.2** Write informative/explanatory texts including technical processes.

**WT.11-12.3** Narrative writing is incorporated effectively into arguments and informative/explanatory texts through precise descriptions of the step-by-step procedures and processes.

**WT.11-12.4** Produce clear and coherent writing in which development, organization, and style are appropriate to task, purpose, and audience.

**WT.11-12.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**WT.11-12.6** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

**WT.11-12.7** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**WT.11-12.8** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

**WT.11-12.9** Draw evidence from informational texts to support analysis, reflection, and research.

**WT.11-12.10** Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## ELA Speaking and Listening Standards for Technical Professions

**SLT.11-12.1** Initiate and participate effectively in a range of *collaborative discussions*

- one-on-one
- in groups
- teacher-led

with diverse partners on Grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

**SLT.11-12.2** Integrate multiple sources of information that is gained by means other than reading (e.g., interviews, texts read aloud; oral presentations of charts, graphs, diagrams; speeches) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

**SLT.11-12.3** Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

**SLT.11-12.4** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

**SLT.11-12.5** Make strategic use of digital media (e.g., textual, graphical, audio, visual, interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

**SLT.11-12.6** Adapt speech to a variety of contexts and tasks, demonstrating a command of standard and/or formal English when indicated or appropriate.

## **ELA Language Standards for Technical Professions**

**LT.11-12.1** Demonstrate command of the conventions of standard English grammar and usage.

**LT.11-12.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**LT.11-12.3** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**LT.11-12.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases.

**LT.11-12.5** Demonstrate understanding of word relationships and nuances in word meanings.

**LT.11-12.6** Acquire and use accurately a range of grade-appropriate general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

# English 11/12: Entrepreneurship and Innovation

## (0.5 Credit)

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# COURSE

<b>Course Umbrella:</b>	<b>Technical Professions</b>
<b>Title of the Course:</b>	<b>English 11/12: Entrepreneurship and Innovation</b>
<b>Course Code Number:</b>	<b>418210</b>
<b>Licensure Codes:</b>	<b>Link to ADE Data Center: <a href="#">Course Code Management System</a></b>
<b>Course Description:</b>	A study of texts relating to entrepreneurship and innovation. Students will analyze what success looks like and the written and visual process involved with developing innovative solutions while learning from failure.

<b>Overview of Essential Questions</b>	
<b>Communication</b>	<ul style="list-style-type: none"> <li>• How can you use language to empower yourself?</li> <li>• How is language used to manipulate and persuade?</li> <li>• How do our values and beliefs shape who we are as entrepreneurs and innovators and influence our communication with consumers and others in the business world?</li> </ul>
<b>Literature</b>	<ul style="list-style-type: none"> <li>• What role does literature serve in the world of business?</li> <li>• How does literature reveal the values of a given culture or time period?</li> <li>• How can literature serve as a vehicle for social and economic change?</li> </ul>
<b>Technical Professions</b>	<ul style="list-style-type: none"> <li>• How does technology shape and form our identities as entrepreneurs and innovators?</li> <li>• What purpose or function do ethics / philosophy have in governing technological advances?</li> <li>• What roles do chaos and order play in society through technological advances?</li> </ul>

**Course Level Essential Questions:**

- What does success look like?
- How does one develop innovative solutions?
- What can we learn from past failures and/or our failures?

# READING

## Essential Vocabulary

Business plan  
 Networking  
 Capital  
 Investors  
 Innovation  
 Entrepreneur  
 Aptitude  
 SMART goals  
 Problem-solving model  
 Brainstorming  
 Crowdfunding

## Extended Texts

Standards		2 Extended Texts	Text Type	Example Texts & Resources	Text Complexity
Reading Standards	Language Standards	Starting own business outline and procedures	Informational / Informative	<ul style="list-style-type: none"> <li>• Multiple topics from the <a href="#">U.S. Small Business Administration</a></li> <li>• <a href="#">10 Steps to Start Your Business</a> by US Small Business Administration</li> <li>• <a href="#">“How to Start a Business: A Step-By-Step Guide”</a> by Bennett Conlin</li> </ul>	<a href="#">Text Complexity Example</a>
1	RT.11-12.1 RT.11-12.2 RT.11-12.4 RT.11-12.5 LT.11-12.3 LT.11-12.4 LT.11-12.6				

**DISCLAIMER:** All curriculum materials (e.g., texts, authors) should be properly vetted and approved by the school district.

	RT.11-12.6 RT.11-12.7					
2	RT.11-12.1 RT.11-12.2 RT.11-12.4 RT.11-12.9	LT.11-12.3 LT.11-12.6	Biographies / Autobiographies on Entrepreneurs and Innovators	Informational/ Informative	<ul style="list-style-type: none"> <li>• <a href="#">Steve Jobs</a> by Walter Isaacson (1080L)</li> <li>• <a href="#">Sam Walton: Made in America My Story</a> by Sam Walton with John Huey</li> <li>• <a href="#">Bill Gates: The Life, Lessons &amp; Rules for Success</a> by Bill Gates</li> <li>• <a href="#">Companies Founded by Amazing Young Entrepreneurs</a> by Jennifer Post</li> <li>• <a href="#">The Everything Store: Jeff Bezos and the Age of Amazon</a> by Brad Stone</li> </ul>	

### Supporting Texts

Standards		6-10 Supporting Texts	Text Type	Example Texts & Resources	Text Complexity
Reading Standards	Language Standards	What does it take to be an Entrepreneur / Innovator?	Informational / Informative	<ul style="list-style-type: none"> <li>• <a href="#">“5 Signs You Have What It Takes to Be an Entrepreneur”</a> by Thomas Oppong (FKGL: 5.8)</li> <li>• <a href="#">“Entrepreneur Personality Test”</a> by Farah Mohammed (FKGL: 12.3)</li> <li>• <a href="#">“Innovating the Future: From Ideas to Adoption”</a> by Peter Denning (FKGL:10.3)</li> <li>• <a href="#">“The 10 Traits of Great Innovators”</a> by Rebecca O. Bagley (FKGL: 8.0)</li> <li>• <a href="#">Great Big Story</a> (video): <a href="#">The 14-Year-Old CEO</a></li> </ul>	
1	RT.11-12.2 RT.11-12.8 RT.11-12.9				
2	RT.11-12.1 RT.11-12.8	LT.11-12.3 LT.11-12.5	Importance of Innovation to Business Success and Growth	Informational	<ul style="list-style-type: none"> <li>• <a href="#">“Why Innovation is Crucial to Your Organization’s Long-Term Success”</a> by Theodore Henderson (FKGL: 11.2)</li> <li>• <a href="#">“The Importance of Innovation-What Does it Mean for Businesses and our Society?”</a></li> </ul>

					<ul style="list-style-type: none"> <li>by Julia Kylliäinen (FKGL: 14.3)</li> <li>• <a href="#">“50 Examples of Companies That Failed to Innovate”</a> by Katrina Aaslaid (FKGL: 11.4)</li> <li>• <a href="#">“The World’s 50 Most Innovative Companies 2019”</a> by Fast Company (FKGL: 14.9)</li> </ul>	
3	RT.11-12.2 RT.11-12.9	LT.11-12.4 LT.11-12.5	Ethics of Starting Business	Informational	<ul style="list-style-type: none"> <li>• <a href="#">“How to Start a Business Ethically”</a> by Tara Duggan</li> <li>• <a href="#">“The Link Between Startups and Privilege”</a> by Farah Mohammed (FKGL: 12.5)</li> </ul>	<a href="#">Text Complexity Example</a>
4	RT.11-12.1 RT.11-12.6 RT.11-12.7	LT.11-12.3 LT.11-12.4	Financing Business	Informational	<ul style="list-style-type: none"> <li>• <a href="#">“9 Ways to Finance a Business”</a> by Commercial Capital (FKGL: 9.7)</li> <li>• <a href="#">“10 Ways to Finance Your Business”</a> by Inc. Staff (FKGL: 9.8)</li> </ul>	
5	RT.11-12.1 RT.11-12.2	LT.11-12.3 LT.11-12.5	Profiting from Your Loves	Informational	<ul style="list-style-type: none"> <li>• <a href="#">“13 Ways to Do What You Love for a Living”</a> by Bennett Conlin (FKGL: 7.0)</li> <li>• <a href="#">“Unit Essential Questions: Why is small business important to the American economy?”</a> (FKGL: 9.3)</li> <li>• <a href="#">“Want to Make Money Doing What You Love?”</a> by Kent Julian (FKGL: 15.3)</li> <li>• <a href="#">Great Big Story</a> (video):                         <ul style="list-style-type: none"> <li>○ <a href="#">The Truffle Kingpin of New York City</a></li> <li>○ <a href="#">How an Innovative Community Experiment Revitalized a Seoul Neighborhood</a></li> </ul> </li> </ul>	
6	RT.11-12.3 RT.11-12.4 RT.11-12.6	LT.11-12.3 LT.11-12.5	Start-Ups and Business Plan Proposals	Informational	<ul style="list-style-type: none"> <li>• Ted Talk: <a href="#">The Single Biggest Reason Why Start-Ups Succeed</a> by Bill Gross</li> <li>• <a href="#">Panda Doc’s Free Business Plan Template</a></li> </ul>	

	RT.11-12.7 RT.11-12.8				<ul style="list-style-type: none"> <li>• <a href="#">Hubspot One Page Business Template</a></li> <li>• <a href="#">ThoughtCo. Sample Business Plan</a></li> <li>• <a href="#">BPlan's Free Business Plan Template</a></li> <li>• <a href="#">"How to Write a Winning Business Plan"</a> by Stanley R. Rich and David E. Gumpert</li> </ul>	
7	RT.11-12.5 RT.11-12.8	LT.11-12.3 LT.11-12.6	Study of Historical and/or Current Innovators	Informational	<ul style="list-style-type: none"> <li>• <a href="#">Famous Inventors</a> by Biography Online</li> <li>• <a href="#">"15 Most Popular Inventors"</a> by Mary Bellis</li> <li>• <a href="#">"The Innovators"</a> by Foreign Policy</li> </ul>	
8	RT.11-12.1 RT.11-12.4	LT.11-12.4 LT.11-12.6	Science Fiction Writers and Future Inventions	Informational and Narrative	<ul style="list-style-type: none"> <li>• <a href="#">"Asimov's Predictions from 1964: A Brief Report Card"</a> by David Pogue</li> <li>• <a href="#">"May 25, 1945: Sci-Fi Author Predicts Future"</a> by Inventing It by Dylan Tweney</li> </ul>	
9	RT.11-12.1 RT.11-12.2 RT.11-12.4 RT.11-12.8	LT.11-12.4 LT.11-12.5	Play Inspires Invention	Informational	<ul style="list-style-type: none"> <li>• Ted Talk: <a href="#">"The Playful Wonderland Behind Great Inventions"</a> by Steven Johnson</li> <li>• <a href="#">"Inspiring Innovation"</a> by Harvard Business Review</li> <li>• <a href="#">"Three Tools to Inspire Innovation from Your Employees"</a> by Mark Murphy</li> </ul>	
10	RT.11-12.1 RT.11-12.10	LT.11-12.3 LT.11-12.6	Business of Influence and YouTube	Informational	<ul style="list-style-type: none"> <li>• <a href="#">"Inside the Weird, and Booming, Industry of Online Influence"</a> by Paris Martineau</li> <li>• <a href="#">"Influence Marketing's Downward Ethical Spiral"</a> by Gord Hotchkiss</li> <li>• Emma, Grey E. "People Watch Stuff that's Happy and Good"." <i>Wired</i>, vol. 27, no. 6, 06, 2019. ProQuest, <a href="https://search.proquest.com/docview/2232029412?accountid=41449">https://search.proquest.com/docview/2232029412?accountid=41449</a>.</li> </ul>	

# WRITING

## Essential Vocabulary

Sole proprietorship  
 Partnership  
 Corporation  
 Pro forma financial statement  
 Return on investment (ROI)  
 Exit strategy  
 Market segments  
 Demographic data (demographics),  
 Psychographic data (psychographics)  
 Use-based data  
 Customer relationship management (CRM)  
 Introductory pricing, psychological pricing  
 Discount pricing  
 Breakeven point  
 Soft skills

## Extended Process Papers

Standards		2 Extended Process Papers <sup>1</sup>	Text Type	Examples	Instructional Focus <sup>2</sup>
<b>Writing Standards</b>	<b>Language Standards</b>	Business Plan Proposal	Informational	<ul style="list-style-type: none"> <li>Using examples for Supporting Texts #6, the student will formulate a business plan based on an original idea (additional info found on SBA</li> </ul>	Organization, Conventions, Presentation
1	WT.11-12.3 LT.11-12.1				

<sup>1</sup> 2-4 pages

<sup>2</sup> Ideas, Organization, Voice, Word Choice, Sentence Fluency, Conventions, Presentation

	WT.11-12.4 WT.11-12.8	LT.11-12.2 LT.11-12.5			website under #2 Business Plans choose between Traditional and Lean Startup) <ul style="list-style-type: none"> <li>The student will interview a client and draft a business plan based on his or her needs.</li> </ul>	
2	WT.11-12.4 WT.11-12.6 WT.11-12.8 WT.11-12.9	LT.11-12.1 LT.11-12.2	Evaluate the reasons a business(es) / innovation(s) failed or was successful	Informational, Analytical	<ul style="list-style-type: none"> <li>Examining the political, social, and economic factors, the student will determine the reasons why businesses were either successful or failures.</li> <li>The student will compare and contrast business and/or innovators successes and/or failures, drawing conclusions, and establishing success criteria when starting a business or seeking to bring innovation to a business.</li> </ul>	Ideas, Voice, Word Choice, Conventions

### Analysis Writing

Standards		8-12 Analysis Papers <sup>3</sup>	Text Type	Examples	Instructional Focus <sup>4</sup>
Writing Standards	Language Standards	Applying Marketing Strategies	Informational <a href="#">“What are the 5 “P’s” of Marketing?”</a> by CFI Marketplace	<ul style="list-style-type: none"> <li>The student will analyze the 5 “P’s” of marketing and give specific examples of how each could be applied to a start-up food truck business in your area.</li> <li>The student will analyze the 5 “P’s” of marketing and give specific examples of how each</li> </ul>	Ideas, Organization, Sentence Fluency, Conventions, Presentation
1	WT11-12.2 WT11-12.4 WT11-12.5 WT11-12.6 WT11-12/7 WT11-12.8				

<sup>3</sup> ½ page to 1 page

<sup>4</sup> Ideas, Organization, Voice, Word Choice, Sentence Fluency, Conventions, Presentation

	WT.11-12.9				could be applied to a service oriented business in his or her area.	
2			½ page and/or bulleted list Analyze/Evaluate	<a href="#">“The Fundamental Difference Between Leading and Managing: Influence versus Direction”</a> by George Bradt	<ul style="list-style-type: none"> <li>The student will analyze the difference between a manager and a leader. This can be done in paragraph or bulleted format. In a closing statement, or paragraph, provide a brief summary paragraph regarding which category that seems to presently fit the student’s style and the possible need to incorporate more of the other traits in order to succeed as an entrepreneur.</li> </ul>	Ideas, Organization
3	WT.11-12.1 WT.11-12.2 WT.11-12.4 WT.11-12.7	LT.11-12.1 LT.11-12.2 LT.11-12.6	Greatest Innovator	Argumentative / Narrative	<ul style="list-style-type: none"> <li>The student will make a case for one innovator (past or present) that he or she would consider the greatest innovator of all time. Consider the social, economic, and political impact of his or her work. Provide evidence to support conclusions.</li> <li>The student will profile a great innovator from the community. This does not necessarily have to be an inventor but could also be an individual who has created a change for the betterment of the area.</li> </ul>	Ideas, Organization, Word Choice
4	WT.11-12.4 WT.11-12.6 WT.11-12.7	LT.11-12.1 LT.11-12.2 LT.11-12.3	Ethics of the Business of Influence	Argumentative	<ul style="list-style-type: none"> <li>The student will make a case for or against the Business of</li> </ul>	Sentence Fluency, Conventions, Ideas

		LT.11-12.6			<p>Influence. Consider the positives and/or negatives.</p> <ul style="list-style-type: none"> <li>The student will create a list of ethical guidelines that those in the Business of Influence should follow. Defend why these behavioral expectations are necessary given the profession.</li> </ul>	
5	WT.11-12.4 WT.11-12.7 WT.11-12.9	LT.11-12.1 LT.11-12.2 LT.11-12.5 LT.11-12.6	Self Reflection	Narrative	<ul style="list-style-type: none"> <li>After examining what it takes to be an innovator and/or entrepreneur, the student will self reflect on the characteristics that are already present and the characteristics that will need to be improved.</li> <li>After studying ethics related to being a social influencer and/or entrepreneur, the student will reflect on his or her own personal guidelines. How far would you go to be successful?</li> </ul>	Ideas, Organization
6	WT.11-12.5 WT.11-12.6 WT.11-12.8 WT.11-12.9	LT.11-12.1 LT.11-12.2 LT.11-12.3	Financing	Informational	<ul style="list-style-type: none"> <li>The student is given a business scenario (student created or provided) and proposes a financing plan. The student addresses the following questions: Who will you target for financing? Why? What information will you be sure to include when asking for funding?</li> <li>The student will interview a local banking professional and report on the criteria that is considered when community members are</li> </ul>	Word Choice, Conventions, Ideas

					seeking financing for a business idea.	
7	WT.11-12.5 WT.11-12.6 WT.11-12.7	LT.11-12.1 LT.11-12.2 LT.11-12.6	Proposal / Pitch Script	Narrative, Informational	<ul style="list-style-type: none"> <li>The student will write a pitch for a business idea and/or invention. This idea and/or invention could be provided to the student or original. Consider the necessary components of a pitch.</li> <li>The student will examine a problem that exists within the school and/or community, interview the parties involved, and then develop a possible solution. Prepare a written statement that identifies the problem, considerations, and a possible solution.</li> </ul>	Organization, Word Choice, Voice, Conventions
8	WT.11-12.7 WT.11-12.8 WT.11-12.9	LT.11-12.1 LT.11-12.2 LT.11-12.5 LT.11-12.6	Course Level Essential Question(s)	Narrative / Informational	<ul style="list-style-type: none"> <li>The student will address one of the course level essential questions by providing a research based response.</li> <li>The student will address one of the course level essential questions by interviewing people and developing an answer based on community responses.</li> </ul>	Ideas, Organization, Voice
9	WT.11-12.4 WT.11-12.7 WT.11-12.8 WT.11-12.9	LT.11-12.1 LT.11-12.2 LT.11-12.6	Failure in Entrepreneurship and Innovation	Informational	<ul style="list-style-type: none"> <li>The student will examine some of the great failures in entrepreneurship and innovation. Why did they fail? What changes could have been made that might have improved the success?</li> </ul>	Ideas, Organization, Conventions

10	WT.11-12.4 WT.11-12.5 WT.11-12.6	LT.11-12.1 LT.11-12.2 LT.11-12.3 LT.11-12.6	Craft a Resume	Informational	<ul style="list-style-type: none"> <li>The student will craft a functional resume suitable for securing a paid or apprenticeship position for a position in an area for which one might later wish to start a business. (Since most high school students may be limited in regards to previous paid job experiences, they should add any Arkansas Department of Career Education Industry-Recognized Certifications (<a href="https://www.dropbox.com/sh/7e1sk68pd7k8m3p/AAAUbFt29UtYvFWEF7yQ-uKqa?dl=0">https://www.dropbox.com/sh/7e1sk68pd7k8m3p/AAAUbFt29UtYvFWEF7yQ-uKqa?dl=0</a>), as well as any unpaid responsibilities or chores that require specific skills (e.g., childcare, operating equipment, caring for animals).</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li><a href="#">“5 Critical Parts of a Resume”</a> by Monster.com</li> <li><a href="#">“6 Universal Rules for Resume Writing”</a> by Indeed Career Guide</li> </ul>	Organization, Word Choice, Conventions
11	WT.11-12.1 WT.11-12.2 WT.11-12.4 WT.11-12.7 WT.11-12.9	LT.11-12.1 LT.11-12.2 LT.11-12.3 LT.11-12.4 LT.11-12.6	Analyzing Compound Interest v. Simple Interest	Informational/Analytical	<ul style="list-style-type: none"> <li>Based on a 3-year \$80,000 business loan, the student will research and justify whether a simple interest or compound interest loan would be the best choice.</li> </ul> <p><b>Resource:</b></p> <ul style="list-style-type: none"> <li><a href="#">“Compound Interest v. Simple Interest”</a> by Mitchell Grant and Stephen Nickolas</li> </ul>	Ideas, Organization

12	WT.11-12.1 WT.11-12.2 WT.11-12.4 WT.11-12.7 WT.11-12.8 WT.11-12.9	LT.11-12.1 LT.11-12.2 LT.11-12.4 LT.11-12.6	Determining the best e-commerce website builder for a business	Informational/Analytical	<ul style="list-style-type: none"> <li>Analyze and explain the best choice of an ecommerce website builder for a small start-up business that makes customized t-shirts and sweatshirts.</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li><a href="#">“9 Best Ecommerce Website Builders for Small Business”</a> by Dan Barraclough</li> <li><a href="#">“Ecommerce Website Builders: Our Comparison Chart for 2019”</a> by WebsiteToolTester</li> </ul>	Sentence Fluency, Ideas, Organization, Word Choice
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### Routine Daily Writing

Standards		Examples
Writing Standards	Language Standards	
WC.11-12.10	LT.11-12.1 LT.11-12.2 LT.11-12.3 LT.11-12.6	<ul style="list-style-type: none"> <li><b>Brainstorming:</b> Students list words or ideas in response to a provided a topic or question.</li> <li><b>Warm Ups:</b> Students respond to a question or complete an activity to help prepare them for the upcoming lesson.</li> <li><b>Exit Tickets:</b> Students respond to a question or reflect on their learning at the end of a lesson.</li> <li><b>Quick Writes:</b> Students write short responses to questions about a wide range of topics. Frequently used strategy for helping students organize their thoughts before a discussion.</li> <li><b>Summaries:</b> Students write a brief summary of what they have learned in the unit, using words from a vocabulary bank (co-created by the teacher and students to include the most important vocabulary terms).</li> <li><b>RAFT:</b> Role, Audience, Format, Topic</li> <li><b>GIST:</b> Students write a one sentence summary of a passage.</li> <li><b>Shrinking Notes:</b> Students condense notes to most important facts.</li> <li><b>Note Taking:</b> During close reading, students record information (e.g., summary notes, definitions for unknown words, comparisons, questions for the author, challenging ideas).</li> <li><b>Reaction Responses:</b> Students write their opinions of a selected passages.</li> <li><b>Logbooks:</b> Students catalogue their learning processes.</li> <li><b>Fact Collecting:</b> Students write down facts.</li> <li><b>Journaling or Blog Posts:</b> Students write informal responses to texts (e.g., photographs, artwork, video clips, films, poems, novels, articles).</li> </ul>

		<ul style="list-style-type: none"><li>● <b>Reflections:</b> Students write reflections on their learning (e.g., points of confusion, breakthroughs in understanding, goals for discussion).</li><li>● <b>Sentence Frame:</b> The teacher provides a sentence frame (for example, a thesis sentence with fill-in-the-blank content). Students complete the sentence frame using their content and have it approved by the teacher before continuing to write the rest of the paragraph or essay.</li></ul>
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# RESEARCH

**Note:** Research opportunities could connect to or be in support of extended process papers and analysis writing.

Essential Vocabulary
Traditional business plan Lean start-up plan Exit plan Sustainability Incremental innovation Breakthrough innovation Radical innovation Diversity Intellectual property

## Extended Research Opportunity

Standards	1 Extended Research Opportunity	Research Type <sup>5</sup>	Examples	Research Component Focus <sup>6</sup>
RT.11-12.1 RT.11-12.7 RT.12-12.9 WT.11-12.2 WT.11-12.3 WT.11-12.4 WT.11-12.5	Research and develop a business plan	Paper, Presentation	<ul style="list-style-type: none"> <li>Research and develop a business plan for a hypothetical business such as a food truck, boutique, etc.. The plan may follow that of a traditional business plan or the lean startup format. Student will also present the</li> </ul>	Selection of Sources, Note Taking, Organization, Synthesis

<sup>5</sup> Presentation, Project, Paper

<sup>6</sup> Research Question, Selection of Sources, Note Taking, Organization and Synthesis, Citation / Documentation

**DISCLAIMER:** All curriculum materials (e.g., texts, authors) should be properly vetted and approved by the school district.

WT.11-12.6 WT.11-12.7 WT.11-12.8 WT.11-12.9 LT.11-12.1 LT.11-12.2 LT.11-12.3 LT.11-12.4 LT.11-12.6	Research Innovative Design Models	Paper and/or Presentation	business plan through PowerPoint (or other electronic format). <ul style="list-style-type: none"> <li>Research the types of Innovative Design Models and the need for businesses to plan for innovation.</li> </ul> <b>Resources:</b> <ul style="list-style-type: none"> <li><a href="#">“Use Innovation to Grow Your Business”</a> by Info Entrepreneurs</li> <li><a href="#">“What is Innovation? A Beginner’s Guide into Different Models, Terminologies, and Methodologies”</a> by Niklaus Gerber</li> </ul>	
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**Short Research Opportunities**

	Standards	1-2 Short Research Opportunities	Research Type <sup>7</sup>	Examples	Research Component Focus <sup>8</sup>
1	RT.11-12.1 RT.11-12.7 RT.12-12.9 WT.11-12.2 WT.11-12.3 WT.11-12.4 WT.11-12.5 WT.11-12.6 WT.11-12.7 WT.11-12.8 WT.11-12.9 LT.11-12.1 LT.11-12.2	Market Research	Paper	<ul style="list-style-type: none"> <li>Choose a hypothetical business and conduct research regarding the feasibility of opening such a business in your area. Research could include, but is not limited to face-to-face visits, phone calls, and internet searches.</li> </ul>	Note taking, Synthesis, Citation / Documentation

<sup>7</sup> Presentation, Project, Paper

<sup>8</sup> Research Question, Selection of Sources, Note Taking, Organization and Synthesis, Citation / Documentation

	LT.11-12.3 LT.11-12.4 LT.11-12.6				
2	RT.11-12.1 RT.11-12.2 RT.11-12.5 RT.11-12.6 RT.11-12.7 RT.11-12.8 RT.11-12.9 WT.11-12.2 WT.11-12.4 WT.11-12.5 WT.11-12.6 WT.11-12.7 WT.11-12.8 Wt.11-12.9 LT.11-12.1 LT.11-12.2	Social and ethical responsibilities in business	Paper and/or Presentation	<ul style="list-style-type: none"> <li>• Research the degree to which consumers believe that businesses have an obligation to support social and environmental causes and explore whether or not consumers are willing to support these causes by paying higher prices.</li> <li>• <b>Alternate Activity/Extension:</b> Select a business and research the potential social, environmental, and ethical impacts of that business. Include any practices that can ameliorate any negative impacts.</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">“Understanding a Company’s Social Impact is Crucial to Sustainability”</a> by Adrian Henriques</li> <li>• <a href="#">“How to Evaluate the Social and Ethical Impact on Business and Society as a Whole”</a> by Bert Markgraf</li> <li>• <a href="#">“Millennials Have Diminishing Opinions About Businesses”</a> by Amy He</li> </ul>	

# SPEAKING AND LISTENING (COMMUNICATION)

Essential Vocabulary
Monopolistic Oligopoly Monopoly Perfect competition Market research survey Probe Integrate Synthesize Credibility Discrepancy Diction Proximity

## Weekly Informal Communication

Standards		One-to-One	Speaking and Listening Skills	Non-Verbal Skills
Speaking and Listening Standards	Language Standards	<b>Think-Pair-Share</b> <ul style="list-style-type: none"> <li>Students are paired off and the whole class is given a scenario in which they are presented with an ethical dilemma in the workplace. Each pair will make a list of possible ways in which to approach the issue, and</li> </ul>	<ul style="list-style-type: none"> <li>Work with peers to promote civil, democratic discussion and decision making.</li> <li>Establish individual roles as needed.</li> <li>Respond thoughtfully to diverse perspectives.</li> <li>Clarify, verify, or challenge</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate effective and appropriate diction and paralanguage (e.g., intonation, pitch, and/or rate of speech).</li> <li>Demonstrate effective and appropriate facial expressions and posture.</li> </ul>
1 SLT.11-12.3 SLT.11-12.4 SLT.11-12.6	LT.11-12.1 LT.11-12.2 LT.11-12.3 LT.11-12.6			

			<p>come to a consensus as to how best to solve the problem. Each group will briefly present their strategy to the whole class.</p> <p><b>Resource:</b>  <a href="#">“What Would You Do?”</a> by Frank Bucaro</p>	<p>ideas and conclusions.</p> <ul style="list-style-type: none"> <li>• Synthesize comments, claims, and evidence made on all sides of an issue.</li> </ul>	<ul style="list-style-type: none"> <li>• Adapt nonverbal communication to audience</li> </ul>
2	<p>SLT.11-12.1                  SLT.11-12.3                  SLT.11-12.6</p>	<p>LT.11-12.1                  LT.11-12.6</p>	<p><b>Practice Interview</b></p> <ul style="list-style-type: none"> <li>• Have students to either write, or research, and select 5-10 interview questions (see link below). Students will take turns playing the role of interviewer and interviewee.</li> </ul> <p><b>Resource:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">“The 56 Best Interview Questions When Hiring Employees”</a> by Katie Parrott</li> </ul>	<ul style="list-style-type: none"> <li>• Come to discussions prepared, having read and researched material under study.</li> <li>• Adapt speech to a variety of contexts and tasks.</li> <li>• Demonstrate command of standard formal English when indicated or appropriate.</li> <li>• Assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</li> </ul>	<ul style="list-style-type: none"> <li>• Wear appropriate attire.</li> <li>• Demonstrate effective and appropriate facial expressions and posture.</li> <li>• Demonstrate effective and appropriate gestures.</li> <li>• Demonstrate effective and appropriate diction and paralanguage (e.g., intonation, pitch, and/or rate of speech).</li> <li>• Demonstrate effective and appropriate proxemics.</li> <li>• Adapt nonverbal communication to audience.</li> </ul>
3	<p>SLT.11-12.1                  SLT.11-12.4                  SLT.11-12.5                  SLT.11-12.6</p>	<p>LT.11-12.1                  LT.11-12.3                  LT.11-12.5                  LT.11-12.6</p>	<p><b>Partners for Peer Editing</b></p> <ul style="list-style-type: none"> <li>• Students work with a partner throughout the course to improve writing. Students start with a list of “look fors” and an evaluation form so that students are following a procedure when reviewing each other’s writing. Then students discuss their findings with partners.</li> </ul>	<ul style="list-style-type: none"> <li>• Set clear goals and deadlines.</li> <li>• Determine what additional information or research is required to deepen the investigation or complete the task.</li> <li>• Note any discrepancies among data.</li> <li>• Synthesize comments, claims, and evidence made on all sides of an issue.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate effective and appropriate diction and paralanguage (e.g., intonation, pitch, and/or rate of speech).</li> <li>• Demonstrate effective and appropriate proxemics.</li> </ul>

				<ul style="list-style-type: none"> <li>Resolve contradictions when possible.</li> </ul>	
4	SLT.11-12.1 SLT.11-12.4 SLT.11-12.6	LT.11-12.1 LT.11-12.5 LT.11-12.6	<b>Conferencing with Instructor</b> <ul style="list-style-type: none"> <li>Students conference with the instructor on a wide range of topics including their writing, research, and understandings of the material.</li> </ul>	<ul style="list-style-type: none"> <li>Come to discussions prepared, having read and researched material under study.</li> <li>Convey a clear and distinct perspective.</li> <li>Clarify, verify, or challenge ideas and conclusions.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate effective and appropriate diction and paralanguage (e.g., intonation, pitch, and/or rate of speech).</li> <li>Demonstrate effective and appropriate proxemics.</li> </ul>

**Small Group Communication**

Standards		Small Group (Provide Examples)	Speaking and Listening Skills	Non-Verbal Skills
<b>Speaking and Listening Standards</b>	<b>Language Standards</b>	<b>Jigsaw</b> <ul style="list-style-type: none"> <li>Each student in a group of 4 will research one of the four major market structures: perfect competition, monopolistic competition, oligopoly, and monopoly. After completing the research, the group will come together where each person will present a definition and brief description of the type of market structure they researched. The whole group will together brainstorm examples of each type and post on a chart. Examples should include businesses on</li> </ul>	<ul style="list-style-type: none"> <li>Come to discussions prepared, having read and researched material under study.</li> <li>Clarify, verify, or challenge ideas and conclusions.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate effective and appropriate facial expressions and posture.</li> <li>Demonstrate effective and appropriate diction and paralanguage (e.g., intonation, pitch, and/or rate of speech).</li> </ul>
1	SLT.11-12.1 SLT.11-12.4 SLT.11-12.6			

			the local, state, national, and global levels, if possible.		
2	SLT.11-12.1 SLT.11-12.4	WT.11-12.2 WT.11-12.4 WT.11-12.5 WT.11-12.6 WT.11-12.7 WT.11-12.10 LT.11-12.1 LT.11-12.2	<p><b>Market Research Survey</b></p> <ul style="list-style-type: none"> <li>Write types of businesses on index cards (e.g., lawn care service, children’s clothing boutique, gourmet cupcake shop, BBQ food truck) and randomly distribute a card to each of the five groups. Have each group develop questions for a market research survey. After survey questions are written out, each group will select a spokesperson to present their business type and survey questions to the remainder of the class. The other groups will then give feedback after each group’s presentation. All students should have an opportunity to be a group’s spokesperson.</li> </ul>	<ul style="list-style-type: none"> <li>Determine what additional research is required to deepen the investigation or complete the task.</li> <li>Present information, findings, and supporting evidence.</li> <li>Establish individual roles as needed.</li> <li>Participate in conversations by posing and responding to questions that probe reasoning and evidence.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate effective and appropriate facial expressions and posture.</li> <li>Demonstrate effective and appropriate diction and paralanguage (e.g., intonation, pitch, and/or rate of speech).</li> <li>Demonstrate effective and appropriate proxemics.</li> </ul>
3	SLT.11-12.1 SLT.11-12.4 SLT.11-12.5 SLT.11-12.6	LT.11-12.1 LT.11-12.3 LT.11-12.5 LT.11-12.6	<p><b>Project Team</b></p> <ul style="list-style-type: none"> <li>During one of the research assignments and/or extended writing assignments, students work in teams to complete the project. Students could assign roles such as project leader, communications director, lead researcher, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Set clear goals and deadlines.</li> <li>Work with peers to promote civil, democratic discussions and decision making.</li> <li>Establish individual roles as needed.</li> <li>Respond thoughtfully to diverse perspectives.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate effective and appropriate facial expressions and posture.</li> <li>Demonstrate effective and appropriate diction and paralanguage (e.g., intonation, pitch, and/or rate of speech).</li> </ul>

4	SLT.11-12.1 SLT.11-12.3 SLT.11-12.6	LT.11-12.1 LT.11-12.3 LT.11-12.6	<b>Small Group Discussion</b> <ul style="list-style-type: none"> <li>In assigned or self-selected small groups, students discuss a range of topics including main ideas of a text, what if scenarios, problem solving, ethics, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Come to discussions prepared, having read and researched material under study.</li> <li>Work with peers to promote civil, democratic discussions and decision making.</li> <li>Establish individual roles as needed.</li> <li>Ensure a hearing for a full range of positions on a topic or issue.</li> <li>Promote divergent and creative perspectives.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate effective and appropriate facial expressions and posture.</li> <li>Demonstrate effective and appropriate diction and paralanguage (e.g., intonation, pitch, and/or rate of speech).</li> </ul>
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**Whole Class Communication**

Standards		Whole Class	Speaking and Listening Skills	Non-Verbal Skills
Speaking and Listening Standards	Language Standards	<b>Socratic Seminar</b> <ul style="list-style-type: none"> <li>For teacher background knowledge;  <a href="https://www.edutopia.org/blog/re-thinking-whole-class-discussion-todd-finley">https://www.edutopia.org/blog/re-thinking-whole-class-discussion-todd-finley</a></li> <li>Students will individually research the pros and cons of commercial broiler production in the state of Arkansas. A day or two before the Socratic Seminar, students will be randomly divided into two sides: the pros outweigh the cons, or the cons outweigh the pros. (This will give them time to</li> </ul>	<ul style="list-style-type: none"> <li>Come to discussions prepared, having read and researched material under study.</li> <li>Refer to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>Determine what additional information or research is required to deepen the investigation or complete the task.</li> <li>Evaluate the credibility and accuracy of each source.</li> </ul>	<ul style="list-style-type: none"> <li>Determine appropriate attire.</li> <li>Demonstrate effective and appropriate eye contact, facial expressions, and posture.</li> <li>Demonstrate effective and appropriate gestures.</li> <li>Demonstrate effective and appropriate diction and paralanguage (e.g., intonation, pitch, and/or rate of speech).</li> <li>Demonstrate effective and appropriate proxemics.</li> <li>Adapt nonverbal</li> </ul>
1	SLT.11-12.1 SLT.11-12.3 SLT.11-12.4 SLT.11-12.6 LT.11-12.1 LT.11-12.2 LT.11-12.3 LT.11-12.6			

			<p>refine their notes for the position to which they are assigned).</p> <ul style="list-style-type: none"> <li>Students will then participate in a Socratic Seminar on this topic. Teacher will score students using a rubric designed for Socratic Seminars.</li> </ul>		<p>communication to audience.</p>
2	<p>SLT.11-12.1                  SLT.11-12.2                  SLT.11-12.3                  SLT.11-12.4                  SLT.11-12.6</p>	<p>LT.11-12.1                  LT.11-12.2                  LT.11-12.3                  LT.11-12.5                  LT.11-12.6</p>	<p><b>Presentation</b></p> <ul style="list-style-type: none"> <li>Students will present to the class research and/or writing pieces.</li> </ul>	<ul style="list-style-type: none"> <li>Refer to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>Integrate multiple sources of information that is gained by means other than reading (e.g., texts read aloud, oral presentations of charts, graphs, diagrams, speeches).</li> <li>Enhance understanding of findings, reasoning, and evidence with digital media.</li> <li>Evaluate the credibility and accuracy of each source.</li> <li>Present information, findings, and supporting evidence.</li> <li>Evaluate a speaker's perspective and use of evidence, reasoning, and rhetoric.</li> </ul>	<ul style="list-style-type: none"> <li>Wear appropriate attire.</li> <li>Demonstrate effective and appropriate eye contact, facial expressions, and posture.</li> <li>Demonstrate effective and appropriate gestures.</li> <li>Demonstrate effective and appropriate diction and paralanguage (e.g., intonation, pitch, and/or rate of speech).</li> <li>Adapt nonverbal communication to audience.</li> <li>Demonstrate effective platform movement during delivery.</li> </ul>
3	<p>SLT.11-12.1                  SLT.11-12.2                  SLT.11-12.3                  SLT.11-12.4                  SLT.11-12.6</p>	<p>LT.11-12.1                  LT.11-12.3                  LT.11-12.4                  LT.11-12.5                  LT.11-12.6</p>	<p><b>Shark Tank</b></p> <ul style="list-style-type: none"> <li>Students present business plan to a panel of students and/or professionals for feedback.</li> </ul>	<ul style="list-style-type: none"> <li>Refer to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Wear appropriate attire.</li> <li>Demonstrate effective and appropriate eye contact, facial expressions, and posture.</li> </ul>

				<ul style="list-style-type: none"> <li>• Determine what additional information or research is required to deepen the investigation or complete the task.</li> <li>• Integrate multiple sources of information that is gained by means other than reading (e.g., texts read aloud, oral presentations of charts, graphs, diagrams, speeches).</li> <li>• Evaluate the credibility and accuracy of each source.</li> <li>• Note any discrepancies among data.</li> <li>• Present information, findings, and supporting evidence.</li> <li>• Assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate effective and appropriate gestures.</li> <li>• Demonstrate effective and appropriate diction and paralanguage (e.g., intonation, pitch, and/or rate of speech).</li> <li>• Adapt nonverbal communication to audience.</li> <li>• Demonstrate effective platform movement during delivery.</li> </ul>
4	SLT.11-12.1 SLT.11-12.2 SLT.11-12.4 SLT.11-12.6	LT.11-12.1 LT.11-12.2 LT.11-12.4 LT.11-12.5 LT.11-12.6	<p><b>Business Meeting</b></p> <ul style="list-style-type: none"> <li>• The class could be structured as one company with teams or individuals working independently on various projects. Students could create a board and elect a president of the board. Then students hold monthly or weekly business meetings with agendas. Discussion items could include team status reports, working on the mission and vision of the company, procedural updates,</li> </ul>	<ul style="list-style-type: none"> <li>• Set clear goals and deadlines.</li> <li>• Determine what additional information or research is required to deepen the investigation or complete the task.</li> <li>• Note any discrepancies among data.</li> <li>• Address alternative or opposing perspectives.</li> <li>• Organize a topic substantively with appropriate style to match intended purpose and audience.</li> </ul>	<ul style="list-style-type: none"> <li>• Wear appropriate attire.</li> <li>• Demonstrate effective and appropriate eye contact, facial expressions, and posture.</li> <li>• Demonstrate effective and appropriate diction and paralanguage (e.g., intonation, pitch, and/or rate of speech).</li> <li>• Adapt nonverbal communication to audience.</li> </ul>

			<p>tips on collecting and analyzing data, technology updates, etc. For more formal meetings, students could follow Robert's Rules of Order.</p>	<ul style="list-style-type: none"><li>• Engage in a range of formal and informal tasks.</li><li>• Work with peers to promote civil, democratic discussions and decision making.</li><li>• Participate in conversations by posing and responding to questions that probe reasoning and evidence.</li></ul>	
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## TEXT COMPLEXITY

<p>1) <b>Extended Text Title:</b> <u>How to Start a Business: A Step-By-Step Guide</u> by Bennett Conlin</p>	
<p><b>Qualitative Measures</b></p>	
<p><b>Structure</b></p>	<p><b>Quantitative Measures</b></p>
<p>This article is structured as a step-by-step guide, covering the process of starting a business. These steps include structural, legal, and promotional pieces that should be reviewed.</p>	<p>Flesh-Kincaid Reading Ease: 49.1                  Flesh-Kincaid Grade Level: 12.0</p>
<p><b>Language Conventionalty and Clarity</b></p>	<p><b>Reader-Task Considerations</b></p>
<p>The language of the article is relatively clear. The headings of each section help the reader follow along.</p>	<p>This article will be an instrumental guide in how to start a business. It is recommended that students create a shortened version or chart of the information presented.</p>
<p><b>Knowledge Demands</b></p>	<p><b>Recommended Placement</b></p>
<p>In order for this article to have relevance to the students, time should be spent on exploring possible ideas for a business.</p>	<p>As an informational text, this text is more difficult to read than a fictional or narrative work. Recommended for juniors and seniors.</p>
<p><b>Purpose</b></p>	
<p>To inform students on all the pieces that need to be considered when starting a business.</p>	

<b>Supporting Text Title:</b> “How to Start a Small Business Ethically” by Tara Duggan	
<b>Qualitative Measures</b>	
<b>Structure</b>	<b>Quantitative Measures</b>
Short article with 6 main points.	Flesh-Kincaid Reading Ease: 38 Flesh-Kincaid Grade Level:10.7
<b>Language Conventionality and Clarity</b>	<b>Reader-Task Considerations</b>
The language can be difficult if the student does not have any knowledge of business terminology. The article is clearly organized with each paragraph focusing on a step to ensure the business is started ethically.	Students should apply the information shared in this article to their own business models.
<b>Knowledge Demands</b>	<b>Recommended Placement</b>
Knowledge of business terminology and business setup.	As an informational text, this text is more difficult to read than a fictional or narrative work. Recommended for juniors and seniors.
<b>Purpose</b>	
For students to explore how ethics tie into starting and owning a business.	