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Teaching Bilingual Deaf Students how to Create a Business Plan

A thesis submitted in partial satisfaction of the requirements for the degree of Master of Arts

in

Master of Arts in Teaching and Learning: Bilingual Education (ASL-English)

by

John Thomas Keating O’Loughlin

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Gabrielle Jones, Chair
Bobbie M. Allen
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2017
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Chair

University of California, San Diego

2017
DEDICATION

I dedicated this thesis to my late mother, Kimberly Anne Keating, who has given me all of the everlasting love and wisdom. Her persistence and strength had organically shaped my true character; she will always be part of my soul for the rest of my life. I also am fortunate to inherit my mother’s stubbornness trait since it has better positioned myself to defy the unforeseeable odds. Also, her presence has enabled me to discover the harmony for all of us to live in and to take on the journey. Without my mother’s love, I cannot imagine how I would have reached to where I am now. I will always love you, Mom.

I want to present my appreciation and gratefulness for all my cooperating teachers, Mrs. Amy Seaman-Zernovoji, Ms. Laura Kim, Dr. Alex Zernovoj, Ms. Nicolette Obidos, and, finally, Mr. Vadja Kolombatovic, for inviting me in their dynamic classrooms and for instilling their confidence in me respectively. I genuinely appreciate their sacrifice by allowing me to gain the authentic teaching experience in the classroom. Because of them, I was able to accelerate my growth to become a well-rounded educator for the Deaf pupils.

Next, I want to dedicate my deepest appreciation to my UCSD professors; Dr. Bobbie Allen, Dr. Gabrielle Jones, Dr. Tom Humphries, and Dr. Thandeka Chapman for sharing their lifelong academic research and knowledge in the world of ASL-Bilingual Education and Urban Education. I also want to praise them for believing in me to succeed, especially when I was struggling at the rock bottom of the deep blue sea. All regards to their kindness, I was able to regain myself to believe in myself, to tackle and improve my weaknesses while honing my strengths to become a teacher for deaf and hard of hearing students. Thank you for the wild graduate ride!

Finally, this project has gone through water and oil for the last two years. This thesis has traveled throughout the La Jolla Shores to Great China Wall in China, Machu Picchu in Peru, Panama, Baja California, Rose Canyon, Big Bear, Joshua Tree National Park and into the Death Valley. I authentically appreciate every classmate, friend, professor, cooperating teacher, colleague, family member, and love ones who supported me in every way to help me to become a better person and a better teacher. I cannot thank every one of them enough for all their support through the last two years. Without them, I cannot imagine how I would have reached to where I am currently now.
EPIGRAPH

"Do. Or do not. There is no try."
Yoda, Jedi Master.

“It's hard to beat a person who never gives up.”
Babe Ruth, Major League Baseball Hall of Famer.
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ABSTRACT OF THE THESIS

Teaching Bilingual Deaf Students how to Create a Business Plan

by

John Thomas Keating O’Loughlin

Master of Arts – Curriculum Design, ASL-English Bilingual Education

University of California, San Diego, 2017

Gabrielle Jones, Chair

With increasing demand for innovative practice in the classroom, there are more and more educators across the globe seeking to instill the authentic, educational experience in their classroom. This curriculum empowers Deaf students to bridge classroom learning to the real business world, providing opportunities for students to generate, investigate, and examine their business ideas. From a modeled sample classroom business idea, the Deaf students were successful in designing their own
business plan. All lessons provide the one-of-the-kind bilingual business education in American Sign Language (ASL) to advance academic English. During the implementation, the students learned business components, understood marketing strategies, analyzed the Strength, Weakness, Opportunity, and Threat (SWOT) portions of their business plan for their entrepreneurial venture, examined their business idea through market sampling, and then designed the business plan for the final presentation. Based on the methods of data collection, e.g. rubrics, formative and summative assessments, and documented observations and reflections, all of the curriculum goals were satisfactorily met.
I. INTRODUCTION AND OVERVIEW

The focus of this project is to introduce Deaf students to the business world and gain practical tools to succeed in future business endeavors. The goal is to encourage students to engage, discuss and propose novel ideas using hands-on and interactive approaches. By using content knowledge from various subjects such as math and language arts, students will develop a plan, implement it and evaluate their project. In the process, students will turn their innovative idea into reality in the form of a proposal in both ASL and English. Central elements in developing a business plan includes background preparation, organizational structure, finance/budgeting, and marketing through collaborative discussions and diverse activities. After completing the proposal, students will present their ideas to a group of stakeholders (guests, teachers, etc.), who will give feedback and recommendations. Such mock evaluations will assist the students with revising and finalizing their business plan. Upon approval, students can implement and launch their business ideas as part of their evaluation. Finally, this curriculum is designed for students to increase their awareness of business and their contribution and raise self-confidence progressive citizens in our ever-changing 21st-century job market.

The goals of the curriculum are fourfold:

1. Empower the students to present their innovative ideas in ASL and English
2. Develop and expand students’ investigative skills using technological sources
3. Design an innovative business plan
4. Promote social and emotional well-being through critical-thinking, communication, and collaboration skills.
The theme of this curriculum is to provide the foundation by preparing students to turn their aspirations into a viable vision based on previous achievements that have changed the lives of others. It aims to teach students to know how to identify resources, individuals, and product designs independently. They will understand the importance of designing their business plan and investigating financial planning and marketing. Making connections between real-world events and their projects in their classroom is a skill that students shall learn and practice.

At the beginning of the curriculum, the students will 1) share what they know about business history, 2) initiate research about previous business achievements 3) evaluate the business achievement, 4) initiate their own draft proposals based on what they know about business, 5) determine how their business ideas are translated into a plan of activities with marketing samples, 6) initiate survey questionnaires to test their idea, and 7) summarize their findings in a proposal in a presentation format. These objectives will foster leadership skills. While students finalize their business plans, the students are taught to cite appropriate sources to justify their findings during the course of their studies. The final goal for the curriculum is to challenge the students to experience successes and mishaps through testing and doing a “business pitch”.

For this unique opportunity, teachers are encouraged to empower students to generate feasible business plans that can be set up on school grounds. Business pitch competition can be arranged to challenge students and teams. This curriculum can prepare the students to participate the business pitch competition that is hosted by Gallaudet Innovation and Entrepreneurship Program or/and any other local universities,
such as UC San Diego, San Diego State, University of San Diego, and Universidade de Autonoma de Baja California for their annual event such as IGNITE @ UC San Diego. The theme of the curriculum will not focus on the following subjects such as accounting, business finance (covering basic and simple budgeting), and intensive business writing, due to time constraints of only ten weeks for my final teaching placement.

To emphasize the importance of introducing the Deaf students to a wide range of business possibilities that our world has to offer, I will describe the need of my teaching approach to educate deaf and hard-of-hearing students bilingually in the next section.
II. DISCUSSION OF MY APPROACH TO TEACHING

As we continue to live in a modern world where change is constant and novelty is the norm, some of our K-12 schools have remained stagnant using outdated educational philosophies. The world that they inhabit is not the world of the past but rather a rapidly changing society. Old curriculums are no longer relevant for a modern age (Christou, 2016). The ability to integrate subjects in a cross-disciplinary approach has become necessary to keep up with our modern age. Students are no longer learning a set of knowledge subjects for future use, but rather are engaged in the present, using skills to engage with learning as active participants within the classroom. Teamwork is a critical skill for the students to master since the value of teamwork is pivotal to career development.

The Pulitzer Prize-winning author, Mr. Thomas Friedman (2015), has long advocated for the need to inspire the students to become innovative entrepreneurs because the jobs that Baby Boomers relied on in the past are no longer available. The need for my curriculum shall provide the students to receive critical-thinking, communication, and collaboration skills that will help them invent new projects or products as true entrepreneurs.

My hope is that all students, regardless of socioeconomic backgrounds, will think outside the box and will nurture unconventional talents and skills. Furthermore, the curriculum provides opportunity, ensures social justice, instills confidence and has the potential of stimulating the economy (Rodov, F., & Truong, S., 2015). In the past several decades in the United States, business education has spurred women, minorities, disabled citizens, and immigrants into navigating their visions toward a better life for themselves.
and their families. This initiative is designed to inspire students’ creativity and to hone risk-taking skills in decision-making.

National Business Education Association (NBEA) has stated that business education prepares students to be college and career ready. Business education blends in the academic, technical, and personal skills based on Science, Technology, Engineering, and Mathematics (STEM) and applied learning experiences (NBEA, 2016).

The justifications based on NBEA and Mr. Thomas Friedman’s stances are not emphasized within Deaf Education K-12 educational settings. There are a series of discussions within Gallaudet University and Deaf communities for the need to introduce business education early in K-12 schools specifically towards the Deaf students. By using a bilingual approach using ASL and English, students will have access to business education in their own language. No other curriculum is provided in both ASL and English. It may be one of a kind curriculum for this discipline.

Based on research, many deaf and hard of hearing children primarily use vision to process language. These children can easily acquire ASL as their dominant language and develop English language and literacy by building on their ASL proficiencies (Chamberlain, Morford, & Mayberry, 2000; Prinz, 1998; Wilbur, 2000). The students’ visual strategies are their best advantage to broaden and advance their academic success. According to NSF Science of Learning Center on Visual Language and Visual Language, students’ brain is most receptive to language acquisition during “sensitive periods” early in a child’s development. Learning two languages [that is, ASL and English] is advantageous for deaf and hard of hearing children and acquiring a complete first language during early childhood is critical for later reading comprehension. Therefore, it
is imperative for the deaf students to acquire their natural, visual language, ASL, to develop and strengthen their English language and literacy.

ASL has emerged from the Deaf community, which is an active and stable linguistic community (Baynton, 1996; Lane, 1992; Lane, Hoffmeister, & Bahan, 1996; Padden & Humphries, 1988, 2005). Sign language is not only equal to spoken language but it is the most natural language for people who are born deaf (Baker, 2011). Rather than seeing ASL as a disadvantage or a problem, it is important to emphasize that ASL is a resource and can facilitate first language transfer to discuss and develop the second language, English (Gregory, Wells and Smith 1995). This said, most deaf children will become bilingual and bicultural to varying degrees. In this sense, they will be no different than about half the world's population that lives with two or more languages. It has been estimated that there are as many, if not more, bilinguals in the world today than monolingual (Grosjean, 2010). Just like other bilingual children, Deaf children will use their languages in their everyday lives and they will belong, to varying degrees, to their two worlds - in this case, the hearing world and the Deaf world (Grosjean, 2000).

The correlation between ASL fluency, English language, and literacy development and the finding that ASL fluency is a predictor of reading ability were corroborated by several studies. (Hoffmeister, de Villiers, Engen, & Topol, 1998; Padden & Ramsey, 1998; Prinz & Strong, 1998). With the connection between ASL and English literacy established, the basis for schooling in ASL became clearer and stronger. Cummins (2006) concludes in his review of the research that data clearly show that Deaf students who have developed ASL proficiency have a significantly better chance of attaining English literacy. Hence, the research also reveals a common underlying
proficiency (CUP) link between ASL and English. (Cummins, 1979). CUP underscores that the two languages of a bilingual individual are not stored separately in the brain but instead co-exist. The languages rely on and share common underlying proficiencies supporting linguistic transfer.

Cummins (1989) discusses the linguistic interdependence which “makes possible the transfer of cognitive/academic or literacy related skills across languages (Exceptional Children, 56, 111-119).” Linguistic Interdependence is present in both linguistically congruent languages and incongruent languages, such as ASL and English. Cummins (1981a) makes very clear that transfer of academic skills across languages does not happen automatically. Instead, it is most important that students be given extensive practice using both languages in academic ways (as cited in Garcia, 2008, pg. 69). For example, in AS-English classrooms, ASL provides the language to discuss, review or analyze the second language (L2), in this case English. The interrelationship between fingerspelling, initialized signs, and sign mappings facilitate access to reading competence. Also, discussing the differences between ASL and English structures allows for cross-linguistic analysis of morphology and syntax. Additionally, research has shown that deaf students who perform best on ASL tests and fingerspelling perform well on reading comprehension (Padden & Ramsey, 1998). Thus, it is critical for teachers to provide Deaf bilingual students consistent and extensive practice using both languages in a variety of academic tasks.

Another research study carried out by Singleton and her colleagues with 72 Deaf elementary school students reported a relationship between students’ ASL proficiency and their writing skills in English (Singleton, Morgan, DiGello, Wiles, Rivers, 2004). The
data strongly suggest that the more these intellectual functions are developed in ASL, the more they are likely to transfer to the development of English literacy skills. Specifically, they found that low-ASL-proficient students demonstrated a highly formulaic writing style, drawing mostly on high-frequency words and repetitive use of a limited range of function words. The moderate and high ASL proficient deaf students’ writing was not formulaic and incorporated novel, low-frequency vocabulary to communicate their thoughts. Strong and Prinz (1998) summarize the implications of their findings as follows: “The implication of this research is straightforward and powerful: Deaf children’s learning of English appears to benefit from the acquisition of even a moderate fluency in ASL (pg. 47-60).” The positive relationships between ASL and English observed in the research presented underscores the universal notion of transfer of conceptual elements across languages, stimulating metacognitive and metalinguistic awareness, as suggested by Padden and Ramsey (1998).

The relationship between sign and print is necessary for deaf children since it has its linguistic relationship that advances students’ languages. Humphries and MacDougall (2000) discovered that Deaf teachers have a tendency to bridge sign to print using the “chaining” technique to make connections between ASL and English. The ability to incorporate “chaining” when teaching is a well-known practice among Deaf teachers (Humphries & MacDougall, 2000) where a teacher makes connections between the written word, sign and fingerspelled word. These 2 researchers found that “chaining” was a process for emphasizing, highlighting, objectifying, and generally calling attention to equivalencies between languages. Studies such as the aforementioned underscores that the use of ASL naturally builds on students’ proficiency in English when the students
understand the grammatical and linguistic relationship of English and ASL. By using business terms in both ASL and English, our students will grasp the meaning in both and will make strong language connections.

From a pedagogical perspective, Carol Ann Tomlinson (2000) emphasized the importance of differentiated instruction in the classroom. Differentiation means tailoring instruction to meet individual needs. Teachers can differentiate at least four classroom elements based on student readiness, interest, or learning profile: (1) content—what the student needs to learn or how the student will get access to the information; (2) process—activities in which the student engages in order to make sense of or master the content; (3) products—culminating projects that ask the student to rehearse, apply, and extend what he or she has learned in a unit; and (4) learning environment—the way the classroom works and feels. Differentiated instruction helps students to progressively advance their learning experiences in the classroom and feel more included in school. Differentiated instruction empowers the teacher’s capability to utilize the curriculum and instruction to meet the students’ academic needs equally. Whether teachers differentiate content, process, products, or the learning environment, the use of ongoing assessment and flexible grouping makes this a successful approach to instruction.

The importance of scaffolding as supported by Lev Vygotsky (1978) needs to be part of the repertoire of teaching practices. Scaffolding is an instructional tool that is designated to promote the deeper level of learning. Scaffolding is the support given during the learning process which is tailored to the needs of the student with the intention of helping the student achieve his/her learning goals (R. Keith Sawyer, The Cambridge Handbook of the Learning Sciences. New York: Cambridge University Press, 2006).
Zone of Proximal Development is a determination of what a learner can do without help and what one can do with help. This "zone" is the area of exploration for which the student is cognitively prepared, but requires help and social interaction to fully develop (Briner, 1999). When the students require the academic support, it is an opportunity for the educator to provide the support during the learning process. Ultimately, it is our goal for the students to receive the academic guidance from teachers to cultivate the experience of being able to navigate their educational advancements independently.

Modeling is an instructional strategy that teachers need to include in their practices. With modeling, the teacher demonstrates a new concept or approach to learning and students learn by observing (Heather Coffey, 2008). This method has equipped me to provide full access to both languages with my students. Modeling approach helps the student to make the connections to English by using ASL as their communication mode to acquire their academic language in both languages. It inspires the students to become fluent users of the both languages as well as benefit their cognitive developments.

Code-switching in bilingual environments is a common strategy when two languages are involved. By code switching, bilingual deaf students are making links between sign and print. Due to the visual needs of deaf students who do not benefit from auditory learning, ASL is the primary pathway to learning content knowledge as well as English. A central ideal in doing school in ASL allows for two languages and cultures to coexist in a visual way. Speech and oral English can be encouraged as long as the foundation is laid for a rich social environment (Humphries, Nover, Andrews, 2000).

From a socio-cultural perspective, teachers need to understand the dynamics of socio-cultural theory. Vygotsky (1978) emphasized the importance of socio-cultural
theory for students in the classroom. For students to be able to thrive academically, cognitively, linguistically, and socially; they must be given the opportunity to naturally integrate learning as a social process and the origination of human intelligence in society or culture. According to Vygotsky, the social process is a major role in the process of child’s cognitive development that played a significant role in active learning experience for the students. Thus, it is critical that we integrate Vygotsky’s socio-cultural theory for our deaf children for them to receive the robust education bilingually and culturally that they deserve.

To authentically understand the Deaf child, we must embrace and cultivate deaf children as a whole instead of a deficit as is perceived by the medical model. The medical model is a deficit view of the “hearing loss,” while cultural model considers all aspects of the deaf experience as positive.

In the next section, I have assessed the need for a curriculum that focuses on developing a business plan that will require teaching Deaf bilingual students the importance of essential tools required for investigative skills, identifying the tangible/intangible opportunities for a life of entrepreneurship, and to increase their self-confidence.
III. ASSESSMENT OF NEED

There are many reasons for the need of a bilingual-based entrepreneur curriculum. The first reason is business will always be a part of the cultural life phenomenon that the students can transfer their learning outcomes in the classroom to real-world events. Business knowledge is one of the elements that deaf students need to acquire to broaden and sharpen their skills and qualifications for the future. Starting a business is critical for the economic growth and societal well-being and has contributed a significant role in cultural life phenomenon in the human race. It contributes a set of ideas, connections, and relationships that can be used to make sense of the cultural and business worlds. It is part of the human’s everlasting curiosity and survival instincts that majority of the population possesses. Without the business opportunities for the Deaf citizens, their likelihood of maximizing their personal potentials can be limited, which is harmful to their lifestyle in our society. Thus, it’s critical for the teachers to equip students with essential tools that are useful in starting their own businesses.

Secondly, business training only occurs at a college level, and I have noticed that very few Deaf schools provide business education courses for the students. Given their lack of availability and resources, schools may not always equip their Deaf students for the business world. The high unemployment in Deaf individuals is a concern, and therefore it is critical to consider the importance of preparing talented Deaf individuals who will work in the public and private sector(s) to face the challenging discrimination and lack of cultural understanding of the Deaf experience.

The third reason for this curriculum is that it empowers Deaf students to learn how to become Deaf business owners. Increasing the number of Deaf entrepreneurs
striving in this nation and worldwide will impact students’ motivation and desire to build businesses. For example, based on popular opinion that I have surveyed in the past, Mozzeria and Convo Relay have navigated their entrepreneurial journey as deaf individuals in the past and by using their experiences. We can incorporate a unique, bilingual-based framework suitable for the students to acquire necessary tools essential for entrepreneurship in their lives. This project aims to push for the growth of Deaf entrepreneurs that must begin in the classroom. Mozzeria is a deaf-owned Italian restaurant based in San Francisco that serves delicious dishes for their customers, while Convo Relay is the one and only deaf-owned Video Service Relay provider for the Deaf customers in the United States.

Based on my personal experience, I had written business plans and was invited to a large corporation such as Google, Inc. in Mountain View, California. I realized the possibilities of becoming a Deaf entrepreneur is limitless. The experience I gained from founding the Boomerang Café at Gallaudet University, with the support of Department of Business Administration and Professor Thomas Baldridge, started off with writing several business plans concentrating on the development of Apps for iPhone and Android. Such experiences have significantly shaped me into a business-minded teacher.

The possible challenges a teacher may face when implementing this curriculum are threefold. First, the grade level and language skills determine the complexity of the task when implementing this curriculum in a classroom. The language competencies in this curriculum may be difficult to establish a uniform curriculum for all students in the class. Hence, differentiated instruction may be needed to scaffold and to improve the students' language throughout the project. Teachers are obligated to identify students’
zone of proximal development that best scaffold students’ language development to their grade-level. Zone of Proximal Development (ZPD) is the difference between what a learner can do without help what one can do with help. Once the teacher identifies students’ need of what they are not able to do without language supports or support from others, then the scaffolding instruction strategy should be utilized. Scaffolding is an approach that promotes the deeper level of learning for the students to achieve their academic objectives. It also helps to instill the confidence into the students to utilize the new concepts and skills toward their learning strategies.

Secondly, students’ prior knowledge about business will affect the amount of time spent on providing resources for their project. When the students are not familiar with the purpose of business in our society, the teacher should teach the importance of starting the business and why it is critical for our personal lives. The external exposure of business resources is virtually accessible with a click away from the Internet for the students to navigate independently. During curriculum implementation, students will be introduced to the business concepts, historical business events, and its role in their lives in our society prior to designing their business plans project.

Thirdly, without school administration’s cooperation, the ability for the students to evaluate their project at school may be jeopardized due to inability to understand the likelihood of the product success and failure that may affect their artificial business strategy. It's imperative that the school administration supports the project since it is designated to empower the students to test and, if needed, to redesign their product independently through hand-on approach. Again, it is critical to recognize that the curriculum needs the school administration support to implement the plan for its success
to occur. The school administration needs to support the students’ projects by allowing
the students to examine their business idea on their school site such as marketing
sampling, advertising their products, and surveying the students on campus about the
possibility of purchasing the proposed product. In that way, with school administration
support, the students would be able to evaluate the feasibility (of likelihood to succeed)
of their business ideas. Additionally, the administration provides the opportunity for the
students to critically examine their business idea, with a possibility of making the major
(or, a minor) changes to particular business components (marketing strategy, product
quality, etc.).

Based on the information aforementioned, it helps to deepen one’s understanding
the need of bilingual-based entrepreneur curriculum. The following section presents how
I researched and reviewed existing materials and/or curricula that are relevant to my
thesis project.
IV. REVIEW OF EXISTING MATERIALS AND CURRICULA

In the 21st century, we have experienced the rise of popularity in the offering of the entrepreneurship curriculums at the secondary settings in this country. We have seen the pedagogical shifts for the alternatives that aim to capture the students’ interests in starting their enterprise. Most of the business-related curriculums are funded by the government, higher education institutions, and nonprofit organizations that vested their desire in broadening students’ possibilities in their lives. My observations and research has informed me that the educational platform in our school system does not necessarily prepare the students in the same way that was done in the 1950s. It is hardly a surprise to notice the spike in growth for the entrepreneurship curriculums, creating a business plan specifically, for the secondary settings for the past decade, when it was practically unheard of before the 2000s.

It is important to note that this growth has occurred in general education classrooms but have not provided language accessibility in ASL for deaf students. Deaf students have been unintentionally placed at such disadvantaged position, by the professionals that are not yet aware of the importance of the cultural and linguistic sensitivity and awareness for the Deaf children, which hinders the opportunity for the Deaf students to receive their business education. Upon my recent research, I have identified that residential Deaf school, West Virginia School for the Deaf and Blind, is the only educational setting that offers business education curriculum for deaf students with the use of ASL and English. However, its business education curriculum does not state nor emphasize the use of bilingual approach, so it may be modified curriculum to meet the students’ need. Also, I would be rather cautious to make a broad claim that
residential Deaf schools do not offer business education. Many residential schools, such as California School for the Deaf, Riverside, do provide the Career Technical Education (CTE) courses.

Presently, California School for the Deaf, Riverside's Career Technology Education department offers Automotive (Auto Mechanics, Auto Body and Welding), Career Preparation, Construction Technology, Digital Imaging, Food and Hospitality Services, Graphic Arts, Video Production, Work Experience, and Yearbook. While I was interning at California School for the Deaf, Riverside, I was given a tour to understand the CTE programs better. I asked the administrator about the possibility of offering business education in the future. The administrator eagerly expressed that CTE department would love to provide such opportunity for the business-minded students in the foreseeable future. As of this moment, July 2017, they do not have the business education or curriculum to teach deaf students about entrepreneurship.

While investigating the local DHH program in San Diego County, Madison High School, I found that they offer several programs for their students such as Design and Technology Academy (Engineering/Automotive Technology curriculum-based), Regional Occupational Program (ROP), and School of Arts (Visual Productions and Media/Design). Based on my finding from their official website, https://www.sandiegounified.org/schools/madison/overview-9, I couldn't identify a single business course (such as economics, computer science, etc.) that they may offer for their students at this time. I also did not have the opportunity to contact Madison High School for the specific information regarding business education.
Nevertheless, Deaf students have a right to access business education using ASL and English. A bilingual business curriculum that bilingually educates and advances the deaf students’ understanding of entrepreneurial academic outcomes through academic English and ASL is needed.

We acknowledge the true power of the possibilities for the students to consider becoming the entrepreneurs. The Washington Post (Harrison, 2013) has argued that the small firms employed over half of private sector workforce and created nearly two-thirds of nation’s net new jobs over the past decade and a half. Within the relationships of the motive by the special and far-fetched groups, it’s the critical practice that schools provide the much-needed practical lessons that are relevant to Deaf students’ possibilities.

The present business-related curriculums show rigorous academic alignments that meet the state’s educational requirement of using Common Core State Standards with English and Mathematics (Higgins, 2015). Presently, the highly-qualified teachers must satisfy the requirements by aligning the CCSS in our classroom as we pursue the practical ideas that our students can examine their learning experiences with real-world projects in the classroom. Thus, we must review the business-related curriculums for our classroom before making proper accommodations and modifications before utilizing the best educational approach.

When reviewing the Bilingual ASL-English Education Master’s theses at the University of California, San Diego, I searched for any work that had been done on teaching business strategies. I found only two theses.

Mr. Michael Higgins’ “Developing Financial Literacy in Bilingual Deaf Students” is the first work that has some relevance to this project. While his work greatly differs
from mine in conceptual scope because he focuses on financial literacy for Deaf students. We both share the desire to empower Deaf students in increasing their knowledge about practical applications of finances through ASL and English.

Michael Higgins has criticized that the existing curriculum do not align with the Common Core Standards. The challenge is to assist Deaf students with English and mathematical needs to prepare them for the 21st century through critical thinking and analytical skills. Although the entrepreneurship curriculums are available for general population, I have failed to identify a single curriculum that has been designed for the bilingual deaf students with the use of English and ASL.

Secondly, Michelle Wing-Yee Chung’s “Learning Tools to Enhance Students Achievement in an ASL-English Flipped Classroom for Deaf Students” is the second work that has some technological relevance to this project. Her work significantly focused utilizing the flipped classroom model for Deaf students and I will adopt some of her technical methods as part of my thesis. That is, a flipped classroom moves lectures outside of the classroom via online videos, allowing more class time for students’ activities and projects. In the case of deaf and hard-of-hearing students, many students come from non-signing homes, which means having little or no access to help with homework at home. Hence, more teachers are exploring to adopt an innovative teaching movement called the flipped classroom model (Chung, 2016). Ms. Michelle Chung’s thesis primarily based on the mathematic curriculum that is designated for the students to note what they have learned, then come to class prepared to apply and do what they have learned effectively. In this case, it will be a beneficial approach for the business education curriculum since I will require the use of flipped classroom model throughout the course.
of lesson implementations. It permits students to concentrate, and then to craft to the best of their ability to execute their projects in the classroom with sufficient “funds of knowledge” (Gonzalez, Moll & Amanti, 2005); that is, the in-depth knowledge a student has stored in memory and experiences about people, places, and things. These funds of knowledge are learned in the home. She also claimed that it is critical for educators to utilize the technological devices in the course of their experience since it is an important precedent to their personal and professional lives. Thus, it is critical that we encourage the students to utilize their business academic language in both ASL and English.

In the next section, I identified the critical learning theories that support authentic practices and are reflected throughout my curriculum.
V. KEY LEARNING THEORIES AND RELEVANT RESEARCH

I have identified four learning theories that best describes the conceptual framework for this curriculum. The following learning theories that I will incorporate in the curriculum are: *Collaborative Learning, Project-Based Learning*, *Hand-On Approach/Experiences*, *Gradual Release of Responsibility* and *Authentic Instruction*.

Each of these learning theories represents the underlying conceptual framework used to describe how the information is absorbed, processed, and retained during learning. Cognitive, emotional, and environmental influences and prior experience all play a part in understanding how a worldview is acquired or changed as well as how knowledge and skills are retained (Knud, 2004). Collaborative Learning is an educational approach to teaching and learning that involves groups of students working together to solve a problem, complete a task, or create a product together (Gerlach, 1994). Project Based Learning assignment seeks to draw in each member of the classroom into completing the project. Such approach enables students to feel empowered and be contributors to the solution through informed judgments and applying their abilities and knowledge into a final product, in this case, a business proposal. The benefits of collaborative learning enable students to be exposed to diverse backgrounds and viewpoints in resolving the problem. "Collaborative learning is based on the idea that learning is a naturally social act in which the participants talk among themselves (Gerlach, 1994)." Deaf students need the abundance of opportunity to express themselves in academic ASL, then transfer the academic language they understand to written English. Deaf learners, as a result, will be socially and academically challenged as they work to articulate their in-depth, critical thoughts of
their project efficiently. Language Transfer theory refers to bilingual students’ ability to applying their knowledge from one language to another language. In this case, for bilingual Deaf students, will be provided opportunities to transfer their academic language successfully (ASL) and in turn, accelerate and advance their written, spoken, and reading comprehension in English.

To create a business plan, it requires the students to investigate, process, and synthesize the sources of information. Collaborative Learning helps students build teamwork and accountability. Teams have to be responsible for what has been found but also what has not yet been discovered. Positive interdependence within their groups through face-to-face interactions will foster strong accountability to complete the project. Thus, the interactions between the students will help them present and defend ideas, exchange diverse beliefs, question other conceptual frameworks, and be actively engaged in learning (Smith and MacGregor, 1992).

Project-Based Learning (PBL) is the second conceptual framework that I will utilize in the classroom. PBL is a dynamic approach to teaching in which students explore real-world problems and challenges (Edutopia, 2014). The likelihood of the successful business plans shall be increased when the students explore and discover the external sources through the work of cooperative learning activities. After engaging in collaborative activities, the students are highly encouraged to investigate, respond and face challenges provided through complex questions about their projects. Opportunities such as these encourage students to learn knowledge and elements of the core cross-curriculum; mathematics and language arts, but also apply what they know to solve authentic problems and produce quantitative results. Project-based learning empowers the
students to take advantage of technology resources that should be used for the project. Project-Based Learning refocuses education on the student, not the curriculum—a shift mandated by the global world, which rewards intangible assets such as drive, passion, creativity, empathy, and resilience. These cannot be taught out of a textbook but must be activated through experience (Markham, T. (2011).

It is the process that motivates the students to develop a higher order thinking skills through learning groups. In doing so, students must engage their growth of higher order thinking skills for their project exponentially. Encouraging the students to gain self-responsibility for their product allows the students to discover findings and challenges as they work together to accomplish the objectives to achieve project goal(s). The teacher’s role for the PBL activities is a facilitator because the goal is we want to ensure a student-centered atmosphere that is beneficial for succeeding academically and independently. PBL strongly recommends teachers to develop structured questionnaires that challenge students’ findings and to construct the purpose of shared responsibility. The instructor must regulate student success with intermittent, transitional goals to ensure student projects remain focused and students have a thorough understanding of the concepts being investigated. The students are held accountable to these aims through ongoing feedback and assessments (Miller, 2014). Therefore, it allows students to think intelligently on how to solve problems as PBL forces students to take ownership of their success and increases self-esteem.

Hands-On Approach is the third concept that encourages the teachers to provide clear and specific guidance for the students to complete the task independently. The goal is to help students achieve self-actualization. Being faced with a challenge and given the
tools necessary, students are encouraged to use critical-thinking skills. Teachers are
letting the students find their way and figure out whether their findings and inquiry are
making sense and directing them to finding possible answers for their project. In this
way, such empowerment fosters students understanding of why their actions may lead to
failures and successes which will guide them in their next endeavor. By analyzing and
investigating the personal mishaps, students are encouraged to consider alternative
solutions.

When empowering students to own their actions, students will naturally develop
the appreciation of their hard work and will own their work. The sense of ownership is
such a crucial component in education particularly with middle school or high school
students who are eager to launch their ideas and show leadership. Thus, the power of
empowerment promotes social and emotional well-beings that maximizes critical-
thinking, communication, and collaboration skills.

Gradual Release of Responsibility is the fourth concept or theory for this project
that reinforces a hand-on approach. The gradual release of responsibility model of
instruction has been documented as an effective approach for improving literacy
achievement (Fisher & Frey, 2007), reading comprehension (Lloyd, 2004), and literacy
outcomes for English language learners (Kong & Pearson, 2003). This approach allows
the educator to model and establish the purpose of learning outcome that students are
learning. It is a teacher’s responsibility to deliver lessons whereby the students are
engaged and comprehend the concepts. Through teacher modeling, collaborative groups
and guided practice, the teacher gradually releases the responsibility to the student in
order for the student to complete the task individually successfully. It is a process that
encourages the students to become independent learners and it empowers the students to assume ownership of their own learning.

Authentic Instruction is an instructional approach that is the final concept used for this project. Authentic Instruction encourages students to explore, inquire, discuss meaningful complex problems, concepts and relationships that involve solving real world problems or projects that are relevant to the learner. Designing a business plan can be easily connected to the real world and provides students a deeper understanding of what entrepreneurship means on a personal level.

According to The Glossary of Reform Education (Authentic Learning, 2013), there is a wide variety of educational and instructional techniques focused on connecting what students are taught in school to real-world issues, problems, and applications. The basic idea is that students are more likely to be interested in what they are learning, more motivated to acquire new concepts and skills, and better prepared to succeed in college, careers, and adulthood. Their authentic learning in the classroom mirrors real-life contexts, equips them with practical and useful skills, and addresses topics that are relevant and applicable to their lives outside of school.

It’s imperative for the educators to realize that the students are no longer memorizing the context and facts when it is not relevant to their prior experience and knowledge. The authentic instruction enables instructors to teach the students lessons that are useful and practical to their personal lives. In the end, it empowers the students to construct their knowledge in the classroom with the use of the inquiry-based approach that shapes their problem-solving, critical-thinking, and analytical skills that can be transferred to their adulthood as they begin their career or pursuit for the higher education
studies. Therefore, it’s important for the teachers to provide the authentic instruction and learning activities that are based on authentic, relevant, and real-world tasks that can be well-utilized for their projects and their future endeavors if applicable.

In the next section, I present the detailed yet visual-friendly description of my curriculum.
VI. CURRICULUM DESCRIPTION

The goals of this curriculum are to 1) empower the students to present their innovative ideas in ASL and English; 2) develop and expand students’ investigative skills using technological sources; 3) design an innovative business plan; 4) promote social and emotional well-being through critical-thinking, communication, and collaborative skills. To see the visual-friendly curriculum blueprint map, refer to Appendix A.

UNIT 1: Where Business Begins

Unit 1 introduces how ideas are initiated, developed and implemented in business. There are four lessons in unit one. By discussing the history of modern inventions in early 1900’s in the first lesson, students will identify the motivations of famous entrepreneurs of the past and present to generate new ideas and inventions to meet the consumers’ needs and demands, essential to their daily lives. By going over solutions to a problem, students will make clear connections between a want and producing a product that satisfied the want.

The lessons in the first unit are geared towards an investigation of historical events where modern inventions have permanently changed the day to day life in this world. Students will research a successful product from a list of famous brands (409 cleaning product, Harley Davidson, etc.) and analyze why and how did their products become such popular brands. Marketing techniques (such as timing, location, strategies, samplings) are briefly touched upon to help students understand how ideas are improved. Their findings will be summarized into a final Power Point presentation using an investigation guideline. Their job is to persuade why the product they were assigned is worth their attention and how it meets the customers’ needs.
UNIT 2: Understanding Business Elements

In unit 2 the students are given a chance to generate their own ideas. There are four lessons in this unit. Students will learn about the barebones of what makes a business idea successful through awareness of common business errors, timing, marketability, and location.

a) Business Errors Factors

To begin the first lesson for unit 2, it concentrates by providing the barebones of a business plan, students will internalize and identify the Top Ten Business Plan Mistakes (Incomplete, Sloppiness, Unrealistic Assumptions, etc.) before they begin developing their own business plans. While analyzing the costly mistakes of past entrepreneurs, it helps students understand the consequences of their decisions by avoiding the ill-advised errors.

b) Timing factors

Timing factors, the second lesson of unit two, are complex and challenging for the students to solve intuitively. They will need to investigate earlier sources to examine the current market, predict the future growth, acknowledge the competitors since they are important elements of the lessons. Ideally, students should be able to take advantage of their prior knowledge and sources (community resources, current trends, etc.) to determine the timing factors. Lessons underscore the importance of best business decision to ensure the long-term financial growth.

c) Marketability factors

The third lesson, of unit 2, provide opportunities for students to examine the feasibility of marketing idea(s) for their product that may or may not attract consumers.
They will compare successful and failed marketing strategies. By investigating the story behind the company’s initial marketing targets, brand credibility, location, and timing, students will identify the factors that influenced marketability.

d) Location factors

Finally, fourth lesson of unit 2, students will explore the feasibility of finding the ‘perfect’ place to launch their business idea. Students will comprehend the importance of brand image, local competitions, labor market, future growth and proximity to suppliers and businesses and foot traffic. Students’ takeaway will be finding the location that is business-friendly for them to implement their idea, then to launch toward reality.

UNIT 3: Build Your Business Plan

The third unit offers seven lessons for the students understand the important concepts of how to detect the potential gains and losses based on past studies. Students should be able to visualize their own business idea and develop their business plan. Pupils will deliver and prepare to evaluate their own idea instinctively and product based on their comprehensive understanding from what they have learned in Unit 2. They will receive the constructive feedback from their peers and teacher. This is a comprehensive unit that focuses on coordinating, investigating, analyzing, discovering, and constructing the business plan based on students’ ideas and peer/teacher feedback.

a) Following a Business Plan Template

Students will use a business plan model to coordinate throughout the first several lessons of the unit 3. There are 7 lessons in this unit. The business template is the blueprint to help students coordinate, organize, and then to launch their business idea. Thus, students will make sure the business procedures and elements are addressed to
implement their idea. Students will identify the cause of problems (that their customers may face) to present the possible solutions, which their business idea may meet the need of the customers to remedy their personal frustrations. They will explore the current societal problems by analyzing the cause of challenges such as socioeconomic, lack of availability of particular products/needs in their neighborhood, and among others.

Various activities will help students identify the problem with a potential solution(s), to enrich students’ business vision. It helps the students to achieve their ultimate goal(s) (business vision(s)) by navigating and to remedy the problems to meet the demands of their customers. Supplying the overview of the business plan while acknowledging the objectives that direct the step-by-step process increases the reliability of their business idea. Students will write several paragraphs of how their business will operate in the field of marketing, management strategies, and product.

b) Describing their Business Vision and SWOT

Students will determine their business vision for their business idea in before the business pitch as part of their continuing lessons in the unit 3. The business vision is one of the most important aspects of the business plan for the panelists to grasp their purpose. For them to develop their business plan, before the “business pitch” event, they must develop and embrace their business vision before moving forward to their Strength, Weakness, Opportunity, and Threat (SWOT) analysis. These business components shall send the message to the panel of evaluators who will determine whether the business idea presented is likely to sustain financial growth.

By having students examine and evaluate each other’s business plan using SWOT guidelines, students will gain experience identifying the niche markets, potential threats,
and customers’ need for the products or services. By explaining the current market, students will determine the ideal strategy (4 P’s: Price, Place, Promotion, and Product) to sell their product. Therefore, knowing how and to whom you will market is a way to serve the needs of consumers and meeting their unique preferences.

c) Evaluating their own Business plan with SWOT before the “Business Pitch”

After evaluating their peers SWOT and marketing strategies, students will receive feedback from their peers and teacher to summarize in writing what strengths and weaknesses, opportunities and threats will impact their product. Students will argue the validity of their product and persuade the panelists (such as guests, teachers, etc.) Finally, they will assemble their past in-class business assignments (brand logo, marketing targets, product descriptions, business vision, SWOT, etc.) together on a PowerPoint slide for the upcoming “business pitch” presentation with the business community.

To summarize this curriculum, students will gain the educational and practical experience of using their critical thinking skills to serving the needs of consumers, use their skills of investigation, and negotiations needed in the business world. Students will leave the classroom with an enduring understanding that the smallest idea produced can generate the greatest difference of a lifetime.

In the next section, I explain the critical aspects of my evaluation plan that I employed during the implementation of my curriculum for my final teaching placement.
VII. EVALUATION PLAN

The overall goal of this curriculum was to educate about how to write the business plan, how to write a business vision, how to summarize marketing strategies, and how to understand the problem and identify the viable solutions to examine its feasibility of starting a business. To determine whether or not expected results were met, evaluation of this curriculum will be based on rubrics, formative and summative evaluations, documented observations and reflections, surveys and finally, pre- and post-assessment data.

Before the implementation of its curriculum, students are being examined whether they possess a knowledge and understanding of how to create a business plan. A quick pre-assessment evaluation was presented in class in the form of a brainstorming activity. The pre-assessment’s questionnaires were modified to meet students’ languages competencies in ASL and English to ensure that information is accessible for the pupils such as writing prompts, explaining the concepts (roleplay) of questionnaires in ASL, take-home ASL video, if needed.

During the lessons, writing rubrics were provided to ensure the support of their writing development in English for each lesson. Writing rubrics were mostly focused on their capability of writing the correct English syntax structure with the use of citations as a reference to their assignment. There were two writing levels within the worksheets depending on students’ writing competencies. After the completion of their writing assignment, they were required to summarize their written English to ASL with the use of technology devices such as iPad or laptop with a built-in camera. For each lesson, there were formative and summative assessments that were used to determine the success of
each lesson. Across all lessons, I used observational notes and reflections to document the success of each lesson.

Throughout the course of the curriculum, students were taught and examined the business language that they needed to utilize as part of their writing assignment. Vocabulary lessons were aligned with lesson plans as part of their coursework weekly. While they were quizzed by me, they also produced a classroom dictionary project that focuses on the business vocabulary as their reference for the activities across 3 units.

Lastly, I evaluated their comprehensive understanding of the business plan by assessing their investigative skills, based on their findings, of current popular brands. Their newly acquired skills were transferred to the development of their business plan. Their business ideas were designed to coordinate itself by concluding with PowerPoint Presentation Poster as part of their “business pitch” in the front of the business community. During the “business pitch” presentation, their persuasive presentation skills were examined and evaluated by a rubric (Appendix B) based on their delivery using ASL with strong emphasize on business language.

Next, I provide the detailed report of my curriculum implementation for each lesson.
VIII. REPORT ON THE CURRICULUM IMPLEMENTATION

The school is located 9 miles east of Downtown San Diego in San Diego, one of the largest suburbs in the area in the term of population (58,642 (2013)). La Mesa’s civic motto is “the Jewel of the Hills.” It is a unique community that was found in 1869 by the Spanish settlers and missionaries. The stunning plateau geographic location also welcomes the annual festivals that take place in the city such as Farmer’s market every Friday afternoon, Oktoberfest at the beginning of each October, and among other festival occasions. La Mesa is the hometown of NBA player, Bill Watson, football stars Alex Smith and Reggie Bush that all graduated at the same high school in the different times. While La Mesa doesn’t host a higher education institution campus, it is offers a close driving proximity to two highly respected community colleges that offers intensive academic program for Deaf students and ASL-related training programs for the prospective students.

According to 2010 United States Census, the racial makeup of La Mesa was 58.1% white, Hispanic or Latino of any race was 21.5%, 8.0% African American, 5.8% Asian, 0.8% Native American, 0.6% Pacific Islander, 7.6% from other races, and 5.8% from two or more races. In comparison, our student body has less white students, more Hispanic and African American students, significantly more Asian students, while Native American and Pacific Islanders students were similar statistically. The average household income in La Mesa is $57,227 (2015), upped from $41,693 in 2000. Yet the school is also considered, by the federal government, as Title 1 school with 36% of the students eligible for free lunch and reduced lunch (13%). Also, the school employs 86 full-time teachers to
educate the total of 2,499 students; 81% of them are total minority enrollment while 49% of them are considered as total economically disadvantaged.

The school is a free and public accredited school that offers the educational programs for the general population, DHH population, and special education population in the neighborhoods of La Mesa, Lemon Grove, Spring Valley, Santee, El Cajon, and the easternmost regions. The school is accredited by the Western Association of Schools and Colleges (WASC) and is a California Distinguished School in 2001 and 2009. They hold a philosophy that the school is responsible to prepare the students to pursue and strive for the higher education. My cooperating teacher told me that my school is also considered as “La Mesa’s Harvard University” since they held the high expectation for the students to do well in their studies academically. The expectations for the student to graduate and attend the highly prestigious university is their norm. Aside from the academic milestones, the school offers one of the highly respected athletic programs in the state of California whereas the students can showcase their athletic abilities with their prudent intelligence in order to land a well-deserving scholarship.

Mission Statement

*Ocean High School provides a comprehensive education that prepares all students to graduate college-ready and equipped to reach their personal and academic potential.*

Vision Statement

*In a college preparatory environment, Ocean High School strives to close the achievement gap through effective collaboration and innovative practices*
Values and Beliefs

1. We believe that all students can learn and become contributing members of society.

2. We value each student as an individual and therefore create curriculum, instructional activities, assessments, and feedback systems focused on providing learning opportunities that enable students to achieve success.

3. We value the diverse ideas, values, and cultures that enrich our school system.

4. We value a safe and supportive learning environment that promotes student achievement.

5. We believe that the allocation of our resources should be aligned with our mission and vision in order to maximize the opportunity for students to learn and experience success in school.

6. We believe that the success of our school depends on the commitment of all staff (administrators, teachers, and support staff) to high quality standards, expectations, and performances.

7. We believe that students need to not only develop a deep understanding of essential knowledge and skills, but also need to develop the capacity to apply their learning, reason, solve problems, and produce quality work.

8. We believe effective collaboration and communication with families as partners in the education of their students is essential to the success of our school.

9. We value a comprehensive education that provides students with multiple opportunities and connections to build relationships and engage with their school.
Enrollment

As of April 2017, total enrollment was 2,499 students. The number reflects only secondary-level students (9th-12th) as chart has presented the significant increase of Hispanic population with decline of White population trends over the years. The student and teacher ratio has been consistent over the years with current average at 27.4, which also justify their statements that, in 2016, the school is ranked better than 78.7% of high schools in California.

Table 1: Student Demographic (1988 – 2015)
Table 2: Statewide Rank Position Percentile (2004 – 2016)

![Statewide Rank Position Percentile Graph]

Table 3: Student/Teacher Ratio (1988 – 2016)

**Student/Teacher Ratio Helix High**

![Student/Teacher Ratio Graph]

Table 4: Monday, Thursday, and Friday schedules

<table>
<thead>
<tr>
<th>Period</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Period 1</td>
<td>7:50 – 9:22</td>
</tr>
<tr>
<td>Period 2</td>
<td>9:30 – 11:02</td>
</tr>
<tr>
<td>Period 3</td>
<td>11:15 – 12:48</td>
</tr>
<tr>
<td>Lunch</td>
<td>12:48 – 1:18</td>
</tr>
<tr>
<td>Period 4</td>
<td>1:23 – 2:55</td>
</tr>
<tr>
<td>Period 5</td>
<td><strong>(Extended Day)</strong></td>
</tr>
</tbody>
</table>
Table 5: Tuesday and Wednesday schedules

<table>
<thead>
<tr>
<th>Tuesday</th>
<th>Wednesday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tutorials</strong></td>
<td><strong>Tutorials</strong></td>
</tr>
<tr>
<td>Art, Business, English, Helix First, LOTE, PE, Social Science</td>
<td>Family/Consumer Science, Math, Performing Arts, Science, Tech</td>
</tr>
<tr>
<td>Period 1</td>
<td>Period 1</td>
</tr>
<tr>
<td>8:55 – 10:06</td>
<td>8:55 – 10:06</td>
</tr>
<tr>
<td>Period 2</td>
<td>Period 2</td>
</tr>
<tr>
<td>Lunch</td>
<td><strong>Advisory</strong></td>
</tr>
<tr>
<td>11:24 – 11:54</td>
<td>11:31 – 11:51</td>
</tr>
<tr>
<td>Period 3</td>
<td>Lunch</td>
</tr>
<tr>
<td>11:59 – 1:10</td>
<td>11:51 – 12:21</td>
</tr>
<tr>
<td>Period 4</td>
<td>Period 3</td>
</tr>
<tr>
<td>1:17 – 2:28</td>
<td>12:26 – 1:37</td>
</tr>
<tr>
<td><strong>Staff Meetings</strong></td>
<td>Period 4</td>
</tr>
<tr>
<td>2:35 – 2:55</td>
<td>1:44 – 2:55</td>
</tr>
<tr>
<td>Period 5 (Extended Day)</td>
<td>Period 5 (Extended Day)</td>
</tr>
<tr>
<td>3:00 – 4:00</td>
<td>3:00 – 4:00</td>
</tr>
</tbody>
</table>

**Overall Classroom Description:**

High School class of six students, all of them are International students who have been in the USA in the last four to six years. Five out of six students grew up in the Middle Eastern countries for the majority of their childhood experience before relocating here, in East County San Diego, for their education. I was assigned the first period from Monday to Friday to implement my curriculum. The classroom was equipped with U-shaped desks, a common practice for the deaf-centric classroom, with a modern overhead projector for the teachers to use.

While teaching at the beginning of the class, the teacher aide was responsible for assisting with the projection equipment. He was responsible for opening the CANVAS, a web domain for the students to complete and submit their assignments assigned by their teachers, account to display the grammatical typos samples of writings as part of their
daily routine. The students are required to correct the grammatical typos on their own before the class discussion.

O'LOUGHLIN LP#1: Week 1, Inventions Changed the World

March 28, 2017, Day 1 - 60 minutes

After the speech session for the first thirty minutes, I began my first entrepreneurship lesson with four out of six pupils, first by introducing and reviewing the business vocabulary words (business, sell, seller, buy, buyer, purchase, invent, invention, entrepreneur, entrepreneurship, strong, strength, weak, weakness, wealth, and resources) and expanded on its meaning to reach international Deaf students using differentiated instruction. I reminded them that they are required to learn and use these new words for the upcoming spelling test. The spelling test lasted for fifteen minutes, which is also a new assessment tool I will include in my lesson plan, before initiating the next lesson.

Figure 1: Inventions Changed the World PPT
After introducing the enduring understanding, “Inventions that Changed the World,” I asked them to make personal connection with the terms they learned. They gave responses such as “business” and “ideas.” They shared a couple of remarks of how the business concept was relevant to their prior experience, which succeed the formative assessment, such as a mechanic shop and nail salon since of their friends work at these shops.

The only modification that I made was to include the Daily Moth’s Pepperbox Coffee video clip. I could tell the students were amazed with the video because their eyes had grown larger than ever when they realized that they were deaf entrepreneurs such as my undergraduate classmate, Mr. Mario Essigs and among others. Their self-esteem, as deaf students, were boosted, based on their comments, which was an outstanding success. Then, when we reached the questionnaires slide, for them to respond the questions through the use of writing activities with graphic organizer – time had run out. Time management was my greatest challenge due to inconsistent schedule changes. The full set of PowerPoint slides can be found in Appendix B. To see the sample of students’ graphic organizers; it can be found in Appendix B, under Unit 1, Lesson #1.

**O’LOUGHLIN LP#1: Week 1, Introduction to Inventions**

**March 29, 2017, Day 2 - 70 minutes**

After writing down the objective of the lesson on the board, I reviewed spelling with students to ensure that they were able to recall the vocabulary from the last class. Unfortunately, all, but one student, were pulled out for their speech therapy sessions. It was a challenging aspect of the class on that date. There were a couple of times that the
student who was not pulled for speech had struggled with the vocabulary yet the student showed signs of great improvement by able to accurately spelled the vocabulary as well as explaining what the definition of each word – a significant success.

My lesson began with a graphic organizer as the students were responsive by asking for the clarifications so they would be able to follow my instruction. Unfortunately, there was some confusion because the students did not understand the significant point of writing the main idea with the supporting details. Instead, I modeled and guided students’ responses by writing their remarks on the whiteboard as an example. Then, I allowed them to complete their graphic organizer independently. One of the students had come up with an idea to open his own restaurant, so he began with the main idea of opening the ‘Baghdad Restaurant’ before writing the several details that interconnected to the main idea. For instance, he thought of opening his own restaurant in El Cajon because it is also populated with a large Middle Eastern presence in that community. I couldn’t think of any changes that I would make in this lesson. The students’ samples can be found in Appendix B, under Unit 1, Lesson #1.

The only modifications that I had made were to skip several questions due to time constraints. Most of the time was spent on introducing the students to a new business concept. I noticed students were engaged in the collaborative discussion by explaining why their business ideas (Iraqi restaurant, etc.) were one of the better options to launch in their respective locations. There were some disagreements in their collaborative discussions where I encouraged them to discuss their perspectives of how their business ideas could better translate into a viable plan that would meet the needs of community and targets.
The majority of the students weren’t present for the day (2 out of 6 pupils). Despite the mass absence, a Deaf and mainstreamed student made a decision to participate in my class. We spent a significant time discussing market growth, market dominance, and marketing strategies about a company’s products that underscored their uniqueness and brand.

After the lecture regarding marketing, I introduced the students to their first homework based on the lesson; two main ideas and a question. I asked them to write two main ideas of what they have learned about the importance of inventions that may have impacted on our lives. If it was possible, if any, the students could write a question about the invention that they might have in their mind.

The students’ responses to my assignment were somewhat puzzling. I assumed that they weren’t accustomed to the concept of writing a question as part of their assignment. It is an approach for them to utilize their critical thinking based on what they’ve learned in the lesson. Due to their uncertainty, I provided a sample of how to compose two main ideas and a question; students responded positively and were bound to conclude their assignment that was due the next day. The lesson #1 was completed.

I feel that the lesson was a success because they had learned a new style of assignment, by writing the two main ideas and a question, based on what they’ve learned. For example, they were able to explain of how inventions had changed the world, which contributes the greatest impacts on their lifestyle. As for the assignment, I did not have an intensive rubric for this assignment, other than basic rubric that can be found in Appendix.
B. The challenging part was to identify when the students weren’t sure of what they were doing in the assignment. It might be that they were accustomed to the idea of copying the others’ work, while for myself, I asked them to utilize their creativity and comprehension to write two main ideas and a question for themselves as part of the assignment.

To revisit the graphic organizer based on Donald Duck YouTube, the students were able to explain the significance impacts that the inventions has had on our society. Based on my notes, the students (four out of six students) were able to conclude their writing prompt with support from me and my cooperating teacher. It was a new experience for the students to summarize the narrative about Donald Duck’s video, which, in turn, they have received abundance of support in generating the ideas, points, and writing the excerpt based on what they’ve learned from the video (https://www.youtube.com/watch?v=ZnOcmrlFng0&feature=youtu.be).

**Unit 1, Lesson # 1: Assessment/Objective/Rubric**

**Assessment**

Formative Assessment: Students were engaged in the classroom discussion.

Summative Assessment: Students aren’t prepared to write about the entrepreneurs. Instead, I moved forward to the next lesson. Instead, the students had written their main ideas and a question based on their take-away on the Donald Duck YouTube video.

**Objective/ Rubric**

Lesson Objectives: Students were able to partially share their perspective about the Donald Duck video during the class discussion and used the business vocabulary as well as writing the main ideas of what they’ve learned in the classroom as part of their
CANVAS homework. They did not have an opportunity to learn about the famous entrepreneurs until next lesson #2. However, they were engaged in the class discussions about Donald Duck video and were able to identify the viable business opportunities based on their personal experiences.

For the Two Main Ideas & Question Chart, only two students met 2 out of 3 points while the remaining student has only scored 1 out of 3 points. With support from the teacher, three students have met 2.5 out of three points for the graphic organizer. Thus, four met summative assessment and language objective as well as content objectives. The remaining two students who did not meet the objective were given the differentiated instruction by the teacher aide and I. These two students still struggled because the task was academically overwhelming for them to comprehend.

Based on my observation, two students partially met two out of three points for the classroom discussion. There needed to be additional academic supports such as using the business vocabulary and an additional need for the further exposures such as hands-on experiences. The rubrics may not be suitable for the students’ current academic and social levels (I also didn’t realize that I should’ve changed my rubrics until later date). We also did not have enough time to deliver the persuasive presentation as part of their language objective for ASL.

O’LOUGHLIN LP# ⅓: Week 2, Getting into Entrepreneurs Shoes (Context) & Wearing your Entrepreneurs’ Gloves (skills) April 3, 2017, Day 1 - 90 minutes

Three out of six students were present. The class began with a speech pathologist working with them for the first forty-five minutes as part of their IEP goals. After the
conclusion of the session with the speech pathologist, I began my lesson by reviewing the PowerPoint from Week 1. Most of the students reminisced the content based on the previous collaborative discussion with their peers. Then, I provided the second presentation of the curriculum and the students were motivated and engaged for the majority of lecture time. I noticed the students were able to discuss on what they plan to investigate on which product they want to immerse with peers. The presentation slide can be found in Appendix B; Unit #1, Lesson #2/3.

They were given a list of inventions on PPT to select from and after they discussed which invention they wanted to pick, I paired them up in twos, creating three groups. They collaboratively discussed and selected the following products for their research project; bicycle, telephone, and airplane. I instructed them that they would need to investigate their products and respond to the questions as shown in the PowerPoint such as ‘what is your invention,’ ‘who is an inventor,’ and among others.

After we began working on the project, I stopped the class to review the concept of plagiarism. They did not understand the concept initially so I had a quick presentation. I expanded the meaning of plagiarism using role-play, with support from my aide and Cooperating Teacher. They made the connection between taking someone else’s quotations/ideas and claiming it as their own similar to stealing. I asked them “if stealing other people’s information without their permission was right.” Clearly, they acknowledge the importance of academic integrity – their responds were blandly, “No, it is a wrongful act.” Then, I taught the students how to cite the sources by using the citationmachine.net. We spent the remainder of the class practicing citations with my step by step procedure for their project. At the end of class, I assigned the students to
complete their PowerPoint slides with cited sources that they will use as part of their upcoming presentation.

I foresee that we will spend a significant amount of time working on citations skills with the students since it is a new concept for the students. All of the students did not know what plagiarism was and what were the possible consequences associating to plagiarism misconducts. Thus, it was a challenge to explain the new concept of plagiarism while emphasizing the importance of integrity in their work. However, I felt that it was a success because they were able to complete their PowerPoint slides with cited sources. Again, it was a relatively small class on that day, so I foresee that these students will be able to teach their peers of how to cite their sources properly.

If I had to teach this lesson again, I would like to teach the students how to cite the sources as part of their ASL Video Clip assignment.

**Cooperating Teacher’s Comments and Feedback**

Here are my CT’s comments, “Just wanted to let you know that you did an outstanding job dealing with them and teaching them today! Very proud of you! Keep teaching as long as DHH students need YOU!! We had a great day!! I enjoyed watching you work with the concept map on the board, something I’ve done for years! Anyway, you did a great job! You have won many deaf souls!”

**O’LOUGHLIN LP# ⅔: Week 2, Getting into Entrepreneurs Shoes (Context) & Wearing your Entrepreneurs’ Gloves (skills) April 4, 2017, Day 2 - 90 minutes**

It was the first time since we began the curriculum, that the class was full with six students present in the classroom with Professor Gabrielle Jones. She came to observe.
I asked two students who worked on their PPT to show their example to the others. They signed each slide and encountered one section where they couldn’t read what they wrote. This is when plagiarism was brought up and I explained the importance of citing sources. The students explained with my support, by showing their peers the step-by-step of how to cite the sources for those students who weren’t here the previous day. I then reviewed the content with the students. Otherwise, it was an alternative approach to empowering and assessing students’ comprehensive understanding by explaining the concept of citing the sources with the use of citationmachine.net. There were times that I had to provide the content support by reinforcing, reminding, and asking the relevant questions.

The students didn’t seem to be convinced nor did they fully understand the concept of plagiarism. It was an opportunity for myself to accommodate by expanding on the definition and real-world occasion regarding the crimes of plagiarizing the sources. One example was college students who plagiarized would be kicked out of college, or a book company can be fined for stealing someone else’s idea or picture.

Then, I shared a brief overview of the new set of spelling words for the students to study. The following words were provided: consumer, marketing, opportunity, customer, risk, target, community, product, threat, and strategy. I had a word with a picture on each PPT slide to represent the meaning of each word. I went over it providing similar signs to help them understand the context of the word. Since my students are from another country, it is crucial to expand the meaning to apply to their day to day experiences. There was little opportunity to expand the meanings of each word due to the time constraints.
It was a challenging lesson since the students needed to grasp the concept of a new set of vocabulary words. They were expected to incorporate the new vocabulary in writing their business plan and utilize their understanding of the vocabulary to support their reading comprehension. I was more than pleased that the students were able to completely understand the meaning of plagiarism as well as were able to continue working on their PowerPoint slides and ASL Video Clip (which they later turned in as part of their homework on CANVAS). While they were working on ASL Video Clip, in the classroom, I noticed that they were writing down the bullet points to assist them to remind and summarize their work efficiently. I thought it was an extraordinary way to prepare for the video clip in their part. As for the other two students, they required an additional explanatory for what they need to do for their video clip, such as modeling of how to record their work and to upload the video clip to CANVAS.

I foresaw that we would need to spend a significant amount of time working with the students on their writing skills. This lesson demonstrated the absolute need for providing writing prompts to improve their writing clarity.

**Unit 1, Lesson # 2: Assessment/Objective/Rubric**

**Assessment**

Formative Assessment: Students successfully discussed the business ideas with peers. However, due to time constraints, they did not compose their reflective thoughts based on their business ideas on their assigned paper. Instead, they selected the product and initiated their investigative project
Summative Assessment: All of the students completed and submitted their ASL Video Clips.

Objective/Rubric

Objectives: All students met 4 out of 4 content objectives that supported three Common Core State Standards.

Content Objectives: All students made connections to present famous entrepreneurs. They were able to discuss by referring their sources collaboratively.

Citation: All of the students successfully cited all of their sources on the PowerPoint. According to the rubric, they received three points out of three.

PowerPoint: Three groups’ PowerPoints were clear, but did not use business vocabulary. According to the rubric, all of the students received two points of out three.

O’LOUGHLIN LP #3: Week 2, Wearing your Entrepreneurs’ Gloves (skills)

April 5, 2017, Day 3 - 35 minutes

It was the first day out of three days that we had to follow a modified schedule due to the senior portfolio defense event. Five out of the six students were presented for the day and none of the students were required to participate the senior portfolio defense event.

I asked the students if they had completed their citation homework assignment. All of them successfully completed their homework with an impressive result. It was a pleasing day for myself since they understood the procedure and importance of using the citation website to cite the sources.
I assigned the teacher aide and Cooperating Teacher to assist the students’ writings individually. We spent the majority of class time, due to modified schedule, assisting the students with their PowerPoints. During the course of the group work, we noticed students’ PowerPoint slides were mostly cut & paste. So, we asked them to write using their own sentences while searching for relevant information from multiple sources. We utilized multiple writing strategies such as cloze text, ASL-English writing strategies, and utilizing the word bank. The challenging part of the lesson was time constraint and explaining to the students that they shouldn’t simply cut & paste the sources for their project. I tried to teach them to rewrite the similar concepts, but in their own words – they are still in the process of gaining the writing creativity. Although they’ve completed their homework that included the cited sources, I felt that it was an only success in this part.

**O’LOUGHLIN LP#3: Week 2, Wearing your Entrepreneurs’ Gloves (skills)**

**April 6, 2017, Day 4 - 35 minutes**

We continued working on students’ PowerPoint, especially with their English writing for the large portion of the class time. All six students were present.

I noticed some of the students struggled with writing their own questions such as “What is the product?” as titled in the PowerPoint slide. They copied the question “What is the product?” and pasted in the Google search browse. It wasn’t what I would’ve anticipated, so I modeled them of how to utilize their critical thinking by writing their own question. I discussed and composed, “What is the bicycle?” since it is related to their project (as it should be a substitute for ‘product’). Then, I explicitly explained the definition of ‘product’ to clarify and define its meaning with multiple examples. After
that, the students engaged the discussion in the groups about their business ideas on their assigned paper. Then, I ran out of time so I did not complete the full lesson plan.

I realized that I would not use Worksheet #1, except for several students, due to the immense need of expanding the concept of ‘product’ with the use of the scenarios through roleplaying. I made a decision Worksheet #1 will be a useful task for the future assignment for Unit 2, when students are ready for the challenge.

I feel this lesson could have been more successful by concentrating on their writing portions and will plan for this in the next teaching opportunity. Since then, it was a challenge to explain to all of the students how they could use the business vocabulary in their writing prompts, especially in the PowerPoint slides. Instead of copying the questions, I should have taught them how to come up with their own questions/headings that reflect their project.

**O’LOUGHLIN: April 7, 2017, Day 5 - 35 minutes**

I made a decision that day not to continue the curriculum implementation due to a serious political event that heavily affected my students’ wellbeing and was too close to home. Since, the majority of my students were refugees from other countries such as Iraq, Syria, Lebanon, and Jordan; they did not have the communication accessibility at home to discuss warfare conflicts in the Middle East. Instead of continuing the curriculum, we spent the entire class discussing the missile bombardments by the United States of America in response to Syria’s use of chemical weapons harming their own civilians in Homs.
It was a brief lesson for the class since they had a class wide speech session with the speech pathologist. All of the students were present.

Some of the students were pulled out for their own personal matters such as IEP meeting and appointments with their educational professionals. I have spent significant time on working with two students’ PowerPoint by following up with their grammar revisions. To my surprise, it was a minimal task on my part since they followed my instructions from the past week. Throughout the course of lesson, they also shared their reflective thoughts about their business ideas as they were still preparing for the presentation. They should be prepared for the Wednesday’s presentation since they are currently working on their ASL Video #1 and Worksheet #1. I changed my mind by assigning them the assignments since they were looking for the additional assignments to complete.

Upon reviewing my lesson plan, I had made a decision not to use the recommended sources such as U.S. Labor Bureau website since the pacing speed was much slower than I originally anticipated. Thus, they all found the sources through search engine via Google. Initially, it was the skill that they did not have. Thus, I expanded it to a broader focus where they could identify the reliable sources through the search engine. However, they still needed to select the appropriate sources for their project.

The students’ Worksheet #1 samples can be found in Appendix B section under Unit #1, Lesson 3.
O'LOUGHLIN LP#3: Week 3, Wearing your Entrepreneurs’ Gloves (skills)

April 11, 2017, Day 7 - 50 minutes

All, but one student, were present for the day. I began the class with a morning writing activity with my students. Then, we moved forward with spelling drills briefly before spending the remainder class working on finalizing their PowerPoint slides. Students were able to satisfy the PowerPoint-related criteria substantially. Based on this lesson, the students were able to complete their first PowerPoint slides of this curriculum with high accuracy rate. All of the students were able to assemble the information accurately; however, they minimally used the list of business vocabulary in their PowerPoint slides. The rubric is not available for this assignment since it was a moment that I realized they needed to learn the basic business vocabulary for their project.

With my approval, they executed their ASL Video project as their second task (three out of six students were able to respond to the questions independently and accurately). To my surprise, all of the students were able to complete their assignment in a timely manner before privately rehearsing with their partner for the upcoming presentation that takes place in the next day.

The students’ video samples are not technologically available.

Unit 1, Lesson #3 Assessment/Objective/Rubric

Assessment

Formative: Students discussed with their classmates about the famous inventions, such as “Do you think bicycle may be their only transportation solution during that time? How do you think horses would feel about being replaced by bicycle as a new form of
transportation?” And, many other intriguing questions that they’ve engaged with their peers.

Summative Assessment: All six students completed their PowerPoint project. Several students completed their worksheet #1.

Objective/Rubric

Content Objectives: They have met all two objectives for the lesson using their artifacts as evidence. The PowerPoint artifacts can be found in Appendix B section.

All of the students (3 groups out of 3 groups) successfully cited all of their sources on the PowerPoint.

PowerPoint: All 3 groups included the required information while utilizing the business vocabulary (3/3)

PowerPoint: All of the groups’ PowerPoint slides included the required responses from the guideline. (3/3)

ASL Video Clip (from Lesson #2): All three groups completed their ASL Video Clips. Two groups out of three have received two points out of three since they have yet mastered the knowledge of the subject. For the third group, they have included the essential information, but they also shared at least one factual error about the invention of the airplane.

Content Objectives: They have met all two objectives for the lesson using their artifacts as evidence. The artifacts can be found in Appendix B section.
All students were present for the day. The first two groups were prepared for their presentation since they did not rely on the presentation slides as much as they could have done. They were able to meet all of the presentation related rubrics that showed their full understanding of the topics, with an exception for the third group. The third group seemed to partially understand the parts of the topic and they need the additional time to prepare for their presentation. They seemed to understand the concept of the invention regarding the airplane, but I was not confident that they were able to make the connection that the airplane is an essential, modern invention that changed our world permanently. For example, I asked the students what the specific impacts it had on the human activities and they weren’t sure about it. Yet, they were able to justify that it was an important invention.

Three groups were given the opportunity to complete their Venn diagram by comparing and contrast two presentation projects. Two groups, out of three, were able to complete their Venn diagram with details independently while the third group was not able to since they needed concentrate on the presentations. Thus, third group did not complete their Venn diagram since they were not confident writers and they need to concentrate on the presentation during that time.

Based on two groups’ Venn diagrams, they successfully met both requirements, according to the rubric (Appendix A). They were able to correctly place the details in correct outer circle with all supporting sources (PPT Presentation). Interestingly, one group were able to make the connections between bicycles and airplane that they are the
form of transportations. As for another group, I wasn’t convinced that group was able to make the comparison nor determine the similarity on their overlapped circles.

I encouraged the students to examine the quality of their presentation slides. They were not sure how to do it by themselves. Instead of pressuring the students, I modeled by asking them to identify the relevancy of their presentation to current events. After that, the students were able to follow through, but still, need the mutual assurance from me and teacher aide to challenge their peers. Their inexperience to academically challenge their peers may be an issue.

The students’ samples can be found in Appendix B section under Unit #1, Lesson #4.

**Unit 1, Lesson #4 Assessments/Objectives/Rubric**

**Assessment**

Formative Assessment: Students were able to examine, review and prepare for their compelling presentation. I informally approved the PowerPoint slides.

Summative Assessment: Students were able to respond to the critical questions yet still needed additional background knowledge in their research. Thus, two out of three groups completed their Venn Diagram worksheets successfully. For the particular group, who did not fill out the worksheet, they compared and contrasted the groups’ presentations in ASL.

**Objective/Rubric**

Two out of three groups satisfied English language objective.

All groups met ASL language objective through a formal presentation.
2 out of 3 groups were completely prepared for the presentation.

2 out of 3 groups have shown their full understanding of the topic, while the third group seemed to have a partial understanding of its significance of their ‘airplane’ project.

2 out of 3 groups have completed their Venn diagram by placing the note in an appropriate outer circle; they received three full points out of three.

2 out of 3 groups have utilized the supporting remarks for their Venn Diagram. The third group did not use the supporting details. Instead, they shared the main ideas of the presentations so I wouldn’t consider that as a supporting detail since they have not made any.

Cooperating Teacher’s Comments and Feedback

You did a fantastic job! Your time management is at point as I am more than proud of you and your efforts in my classroom. Also, you’re organized with how you can take advantage of your class period with many interactive, stimulating learning environment for the students.

April 13, 2017 - 45 minutes

We invited a Deaf guest speaker to share his career experience regarding construction companies with students. Fortunately, all students were present for the day and participated the class discussion. He was there to explain the importance of acquiring the necessary skills and knowledge to succeed in their careers as well as maintaining their positive citizenry. The students were engaged with his presentation because they were a bit concern about becoming the next high school graduates who would then become job seekers. Despite the fact that they are relatively novice in this country, they were still
surprised about the workplace expectations, such as punctuality, a likelihood of getting dismissed from their workplaces, etc.

April 14, 2017 - No School

April 17, 2017 - No School

O’LOUGHLIN LP #5: Week 4, 10 Business Mistakes

April 18, 2017, Day 1 - 60 minutes

I realized that I needed to review the business basics, such as ‘how can you write your business plan’ and ‘how to build a million-dollar business plan?’ Since it was their long weekend break, there were possibilities that students needed to review the business concepts. Fortunately, it wasn’t the case as the students were ready for the lesson after a long weekend.

During the general class presentation, students learned that they do not always need to “reinvent the wheel” to open their own business. Reinventing the wheel is often a waste of time/effort. Thus, the students could always duplicate the other business models that was deemed as a successful model. It was a highly-contested discussion by the students because they originally thought they would need to invent “something new” to market their customers. They didn’t realize that it was possible to be a successful entrepreneur if they were able to find a right business model and product that they could duplicate. It was an interesting discussion in the class as they’ve learned that this was a common practice in the business world.

In their presentations, they needed to research and explain clearly why their ideas for a business plan would be as successful. I allowed the students to read aloud the texts
on the PowerPoint. It was an opportunity to promotes their reading comprehension as I took the opportunity determine their knowledge and their ability to make the connections to their business ideas. For the majority of the class time, students were able to utilize the business vocabulary and connections to their prior knowledge as part of the discussion.

I realized students were not interested in creating the graphic organizer because they were eager to discuss their business ideas. Instead of graphic organizer assignment, I asked them to write down at least five potential business mistakes on their paper. With my writing support on the whiteboard, the students shared their thoughts about the possible mistakes that they would have to avoid. However, for some, they simply copied my work. For example, I wrote, “A company without a great customer service will not survive. A company without selling a right product will not be able to grow marketability.” Then students were able to write down several of their own potential business mistakes based on their business ideas. Unfortunately, I wasn’t able to collect their work sample in a timely manner since I was a bit distracted with external circumstances (staff, IEPs, etc.) at that moment.

Instead of working on their “Two Main Ideas, One Question” homework, I asked them to produce at least three business ideas. They needed to create three business ideas because they were not sure what business ideas they should investigate for their upcoming project. It would help them to determine which one of these three business ideas, of their own, they would prefer to pursue for their final project. It was a challenging moment for the students because they had to think aloud while broadening their world of opportunities to identify what are the ideal business models that suit the students the best. I felt it was a success because it showed the students were able to
deepen their thoughts and considerations about the possible opportunity for themselves.

The only change I would make for this lesson is to generate a better take-home assignment, rather than “Two Main Ideas, One Question” homework.

**April 19, 2017 - 15 minutes**

Instead of fully concentrating on my curriculum implementation, my cooperating teacher and I agreed that we needed to complete their language arts textbook for the last time before moving forward with the higher-level language arts textbook. It was language arts textbook’s last chapter that the students still need to complete for the quarter, so we spent the significant of time working on the language arts prompts.

By the end of the period, I took the opportunity to inform the students that they were required to produce at least three business ideas for their upcoming project as part of their homework assignment. I wanted them to be confident that I had deepened their conceptual understanding within the business world. In the other way, I encouraged them to reflect and discuss about the business ideas with their peers. It was a relatively great day because they were able to express their reflective thoughts about their business ideas before writing it down for their upcoming project. I thought it was a success in this part of the lesson.

**O’LOUGHLIN LP #5: Week 4, 10 Business Mistakes**

**April 20, 2017, Day 2 - 30 minutes**

All students, but one, were present for the day. It was a rusty morning for all of us since there were a couple of Mother Against Drunk Driver (MADD) related events that
distracted students. Then, the students came back to the class and were discussing the aftermath events of drunk driving accidents in the classroom. After the class discussion about the real-life events regarding MADD, I asked the students whether or not they had completed their homework. All of them had finished their homework and were able to present their three business ideas. Then, I asked them to complete a couple of visual graphic organizers on the classroom whiteboards of why they should pursue their ideas based on the factual information (marketing, trends, demand/supply, location, etc.).

For example, when the student came up with an idea to open her own nail salon. I asked her where she would open her nail salon (she responded, El Cajon), how would she market her business (she responded, by emphasizing the deaf-centric environment with use of ASL), and what is the demand for the nail salon (she responded, Middle Eastern women historically shown the high need for the pedicure care in El Cajon community). Students proceeded and worked on their organizer, and they were able to use that information for the further writing activities in the project. It was a success because I was able to pry the information from this student. The graphic organizer doesn’t have a rubric or criteria, but it was used for a way to upstart their writing prompts. At first, it was a challenge for the students to take on. I realized after a brief dialogue with the students in the class about the assignment then the class finally understood the purpose of the task.

I noticed that the students were not sure what they were supposed to do with the graphic organizers. I recognized the need for the clarification and modeling of how to execute their graphic organizer for each of their business ideas. After modeling, the students were comfortable and continued working. For specific students that required additional language support, I wrote the basic concepts on the whiteboard. After
modeling, students were able to write independently with an abundance of writing support (work bank, text cloze, writing prompts, etc.) from me and the teacher aides. Instead of the video summary assignment, the students turned in their solid graphic organizer for their assignment. Then, time had run out.

I had made the decision that it was not necessary to conclude the lesson plan with students’ video assignments due to the nature of students’ interests. To justify my decision, I felt that students had spent a good amount of time discussing the business mistakes and their business ideas as they were able to establish the ideal and realistic propositions. It was an unrealistic idea to build a soccer stadium in San Diego. It was not realistic because there would be large capital funds that most of the ordinary citizens do not have, unless they are businesspeople that have the money to fund the soccer stadium combined with taxpayers’ fund. In that way, I wanted my student to focus on what he can begin with realistically. Even though, he still had the time and opportunity to accumulate his wealth to build a soccer stadium in San Diego, but for this assignment, he needed to start somewhere within his financial capability.

**Unit 2, Lesson #1 Assessments/Objectives/Rubric**

**Assessment**

Formative: Majority of students were able to hold a collaborative discussion about why business mistakes have occurred and why it should have occurred in the certain ways based on the presentation.

Summative Assessment: Students weren’t interested in completing their video summary. Instead of the video summary, the students concluded that their graphic organizer that
was based on their business ideas and emphasized the particular supporting details such as supply v. demand, location, etc., for their assignment.

Objective/Rubric

Reflection: (4/6) completed their three business ideas assignments, (2/6) turned in incomplete homework.

Duration of Video Clip: Eliminated since I do not have time to show the students of how they should summarize their findings within the timeframe.

Graphic Organizer: (3/6) students have scored 3 out of 3 points, while the others were able to succeed with just 1.5 points out of 3.

Classroom Discussion: (4/6) students provided insightful discussion (3 out of the 3 points), while the other two required additional support in order to sharing their ideas. The remaining two students received 1 out of 3 on their behalf.

O’LOUGHLIN LP #6: Week 5, Timing is Everything

April 21, 2017, Day 1 - 30 minutes

All students were present for the day as I begun the presentation entitled “Timing is Everything”. Students comprehended the importance of timing in launching their entrepreneurial ventures based on the circumstances such as determining when is the best time to open their business.

For the most part, students were listening quietly and asked the relevant questions about customers’ needs and wants as part of my formative assessment. I realized that students were ready to move forward with the lesson as I repeatedly elaborated the importance of timing. Since timing is essential to their business success, they successfully
discussed the realistic timeframe and opportunities in launching their business. During
the class discussion, I asked the students to share their business ideas (as part of their
homework on CANVAS). All of the students were able to remove the business ideas
from the whiteboard such as car wash, dance studio, auto shop, wave house, soccer
stadium, selling soccer balls, swimming lesson, and entertainment industry). Their reason
to remove the business ideas were based on their preferences. I did not have an
opportunity to explain their justifications for removing its business ideas.

I feel that the today’s lesson was a success because the students were able to
remove the far-fetched business ideas and narrowed it down to the three possibilities for
their project. The only change I would make was to discuss a bit more about their
homework as a related topic to today’s lesson.

By the end of the day, I assigned the homework for the students to complete. The
Homework #1 samples can be found in Appendix B section under Unit #2, Lesson #1/2.
According to Homework #1, they needed to identify at least ten existing businesses in
their neighborhood, while being able to determine which one of these neighborhood
businesses have opened their shop at the right time (or, a wrong time) while explaining
their reasoning.

O’LOUGHLIN LP #7: Week 6, Timing is Everything

April 24, 2017, Day 1 - 60 minutes

All of the students were presented for the day and submitted their Homework #1,
with an exception for one student. This particular student wasn’t able to submit the
homework timely due to her household complications. Instead, I accommodated her need
by meeting her, with a teacher aide, to work and clarify her homework after the class. It was rather beneficial for her to complete her assignments at school.

It was a quite exciting morning for all of us as we had begun discussing the historical marketing strategies. It was an ideal opportunity for the students to examine the timeline by understanding the marketing strategies that were used in the 1910s, 1950s, 1980s, and present day. For the most of the discussion, I utilized the reliable website because there were fantastic illustrations that provided the visual access the students needed. The following website that I presented in the classroom was:

https://blog.hubspot.com/blog/tabid/6307/bid/31278/The-History-of-Marketing-An-Exhaustive-Timeline-INFOGRAPHIC.aspx#sm.00y8jng6153jem711e21sg7omu7jj
It was an incredible resource that my students enjoyed for the majority of the class discussion. It had given them a platform to understand the concept of marketing strategies that evolved over the time.

We also took advantage of the opportunity to discuss the violation of email abuses, such as scam and spam practices, which apply to their real-life experiences. Related to this, I also taught the students how to unsubscribe the unwanted marketing emails on their personal devices.

After the discussion on the historical timeline of marketing strategies and unwanted email scams, I asked the students to produce a timeline from 1900’s to 2017 independently to demonstrate their understanding of the historical marketing strategies used over time. It helped me to evaluate the students understanding of the development of
historical timeline. Four out of six students turned in the completed papers independently. Then, the class ended.

The students’ samples can be found in Appendix B section under Unit #2, Lesson #2. The students were able to respond the questions accordingly. Some of the students provided the intensive explanations, while the other did not. All of these students were able to identify the neighborhood businesses with intensive and minimal explanation based on their observations.

According to the lesson plan, I chose not to show the Forbes site, https://www.forbes.com/sites/groupthink/2014/12/05/when-launching-a-business-timing-is-everything/#3e2d557d5820, since I felt it was academically inappropriate for the students’ linguistic level. Thus, I chose a different website since it better provided the channel for the students to comprehend the historical concept related to the history of marketing visually. It didn’t affect the lesson plan entirely. Therefore, it was a change of the lesson plan since I did not require the self-video reflection as part of their summative assessment. Instead, I changed it to timeline worksheet because it helped them to understand the concept of marketing developments over the time visually. It helped them to realize marketing strategies do not remain stagnant for years, but evolve.

It was a challenge that I had to adjust quickly, which results in success by making the adjustments to use another website, visual-friendly site, that best suited the students’ learning experience. For the next time, I would like to use the website that I’ve utilized to launch the lesson before moving forward to Forbes’ website for depth.
Unit 2, Lesson #2 Assessments/Objectives/Rubric

Assessment

Formative Assessment: All of the students met the standards by posing and responding to questions as well as discussing the entrepreneurs’ successful traits regarding timing of launching their businesses.

Summative Assessment: The students completed their timeline assignments. Four out of six students have fared well, while the other two students were able to use the sources to complete their timeline assignment.

Objective/Rubric

Language: Some students were able to compose their timeline to describe the century-long marketing strategies changes. For the other two students, they illustrated the photos that defined the events. They also informally referred to the sources as part of their discourse.

Homework: Three students completed their homework, Timing is Everything, two uncompleted homework (need for the further assistance), while one student had forgotten her homework. To see students’ artifacts, refer to Appendix B, under Unit 2, Lesson #2.

Graphic Organizer: All students, but two, have turned in their graphic organizer of their three business ideas orderly. The students that turned in their assignments received two out of three points out of the full grade scale. The artifact is not available.

Timeline: All of the students completed their timeline assignments. The students’ artifacts demonstrated their work by outlining the marketing milestones on the timeline.

Classroom discussion: Two students participated in the class discussion effectively while the others were quiet for the most of class. When the quiet students were prompted by
their teacher, they simply replied based on what they had learned but did not refer to the sources on presentation.

Content Objective: Students met the objective based on their ability to utilize the historical data for their timeline. They also manifested their understanding of how marketing strategies have evolved over the time based on the discussion and presentation.

O’LOUGHLIN LP #8: Week 6, Marketing Successes and Failures

April 25, 2017, Day 1 - 20 minutes

It was a brief lecture after a long push-in class-wide speech therapy session. Everyone was present for the day, except for one student. For this particular student, the Cooperating Teacher and I discussed with her about the opportunity to catch up on her work and to meet our expectations by approaching us for the after-class tutor.

After the speech session, I quickly resumed the lecture by reviewing their business ideas and discussed how they would market their business ideas and the use of strategies. Students shared their possible marketing strategies. I was not satisfied with their responses because it seemed to be superficial and dull. They had not yet proposed marketing strategies that were powerful for their business model. I decided to move forward to the brief presentation about best and worst business strategies by using several hyperlinks. They expressed they were able to distinguish the marketing strategies that would be beneficial or not beneficial to their entrepreneurial ventures. This met the formative assessment where they had compared and contrasted the ideal and poor marketing strategies with their peers as well as input strategies.
Due to the time constraints, I asked the students for their homework, and then gave them the real-life worksheet to complete for the remainder of the class. The worksheet is available in Appendix B. The students also submitted their video reflection based on what they had learned in the presentation – all of them, with an exception for two (who needed support), had fared well with concrete points of their statements. The videos are not available in this thesis.

During the second period, I spent significant of time working with two students, clarifying the questionnaires on the worksheet that they did not understand initially. After the long explanation and modeling of each questions, the students were able to respond the questions by themselves.

Students were able to meet the lesson plan objectives. We did not have enough time to meet the ASL requirement by drawing and citing the sources as part of their discourse with peers.

The lesson plan was mostly a success because they were engaged in the presentation, completed their worksheet, but the challenging part was to emphasize the importance of drawing and citing the sources as part of their discussion with their peers. I would like, for the next teaching opportunity, to use the opportunity to question the students as to where they got the particular information. In that way, they would be able to learn how to present a credible argument.

The students’ samples can be found in Appendix B section under Unit #2, Lesson #3. In this assignment, the students were required to analyze and think critically whether or not the scenarios make the business sense to them. The students, like the first paper, were able to display their conceptual understanding based on their written responses. For
example, one student suggested that opening the hot cafe shop in the middle of Borrego Springs, California for the summer is not a good business decision as they wouldn’t be able to attract the customers. While for another student, on the second paper, simply wrote: “Failures, hot, bad”. The student demonstrated understanding of the situational circumstance. Even if they have different linguistic competencies, they were able to show their business savviness regarding the task.

Unit 2, Lesson #3 Assessments/Objectives/Rubric

Assessment
Formative Assessment: Students successfully engaged the classroom discussion by able to partially compare and contrast the viable and poor strategies.

Summative Assessment: Students completed their Marketing Failures and Successes worksheet and their self-reflection video on CANVAS with a high accuracy rate.

Objective/Rubric:
Language Objectives: Four students were able to compose their thoughts on their Marketing Failures and Successes worksheet, while for others – they simply wrote a word or two as an answer to the questions. The students need additional exposure to being able to refer the sources as part of their discourse with peers.

Homework: Four students completed all of the questionnaires with minimal use of business language. The other two students didn’t turn in the completed assignment since it is academically inappropriate for their level, which was a missed opportunity to differentiate and accommodate their academic needs.
Classroom Discussion: I gave the students 2 out of 3 score due to the fact they were able to provide useful ideas but weren’t able to be fully engaged in the discussion.

April 26, 2017 - Sick

O’LOUGHLIN LP #9: Week 6, Business-Friendly Environment is Important

April 27, 2017, Day 1 - 60 minutes

Every student was present for the day. We moved forward to the next presentation, after they handed in their take-home assignments entitled “Business-Friendly Environment is Important.”

Before I officially initiated my presentation, I recognized that the students needed a lot of background knowledge since they did not understand the concept of business-friendly environment as they had discussed in the class. Thus, I began the PowerPoint with a set of vocabulary and an interactive activity. The first slide introduced the meaning of “industry” by explaining that industry was an economic activity that served the communities. I explained that these industries shaped our overall economy performance that outperformed many places in this world.

Then, I asked them to make the best assumption of where concentrated industries fare in the country (state by state) based on five industries: healthcare, technology, agriculture, transportation, energy, and manufacturing. I asked them to color the states of which industry may dominate their overall economy. Most of the students agreed that mid-west was an agriculture industry while the coastal states share the mixed industries such as entertainment, technology, etc. The students worked in the groups, of two, by discussing with each other determining the locations that best suited the specific
industries. The purpose of this activity was for the students to see the bigger picture of how our country can thrive economically based on the diverse business opportunities and the diverse workforces in our nation.

I noticed that the students were able to understand the role of diverse industries in our nation, which is a backbone of our economy. In that way, they realized there were certain workforces that may be available in the specific places. For instance, most of the fishing industry are solely based near coastal cities – thus, more opportunities for fishermen, rather than say Rocky Mountains states. I thought the challenging part for the students was their utilization of their prior knowledge on the variety of industries based on the location. I could’ve provided the sources for the students to read and understand before engaging them in the interactive activity.

After the interactive activity, I moved forward to the next slide and discussed all of their questions promptly such as, “why is it important to identify the location that is ideal for their businesses.” The class ended unexpectedly.

O’LOUGHLIN LP #9: Week 6, Ideal location should be your priority (business-friendly) April 27, 2017, Day 2 - 60 minutes

All students were here for the day.

I re-introduced the vocabulary for the students to review and be prepared for the upcoming quiz.

Then, I began the most critical class discussion that requires the intensive use of dialogue and role-play. I asked my teacher aide to participate in the conversation since it requires the critical thinking. I showed the pictures of Detroit’s abandoned buildings and
Austin’s bustling streets. I asked them to write down the pros and cons of starting their startups in these locations in groups.

Based on their responses, they agreed that Detroit’s abandoned buildings may hold the potential for the reasonable cost to start a business without a nearby competitor yet, holds the significant risks on poor economic activities, high crime rates, and the high possibility of closing the business. The majority of the students were drawn to the opportunities to launch their business in Austin based on their robust economic activities (their wealthy residents). Yet, they may be faced with the daunting economic cutthroat competition and costs with little room for the growth. I observed that they were able to make the ideal decisions that best benefits their businesses, which was evident for the success of this lesson.

Then, we moved forward to the San Diego Industries slide and completed the interactive activities based on their local knowledge. They collaboratively illustrated the locations, on the map, that may rely on the particular industry compared to the other industries such as Fallbrook, CA that heavily relies on agriculture industry i.e. avocado and citrus trees. It was a relatively quick turnout, which they chalked the locations that best fit the particular industries in San Diego County. I challenged them by asking them, “Why did they chalk the certain areas in San Diego County?” They explained that it was what they noticed in their daily lives. For example, most of the fishing activities are usually reserved in the neighborhoods of Pacific Beach and Point Loma (which, businesses would sell the fishing supplies in the areas) while they noticed the vast farmlands occurred in Fallbrook while driving on Interstate 15. I asked them if the demand for fishing supplies would be the same as in Fallbrook, they replied, “No, it is
not possible because it wasn’t their primary focus or need, so the residents are less likely to buy the fishing supplies in Fallbrook. The fishing-based businesses may suffer in Fallbrook.” I explained that it was why the demand for the fishing products in Fallbrook was reasonably low, while the need for the fishing products in Pacific Beach and Point Loma was high because of the significant need for its supply. Thus, it was reasonable to open the fishing business in coastal cities, rather than in Fallbrook, unless you want to fish for the avocados.” The students laughed and appreciated my sense of humor.

It was a success that they comprehended the purpose of demand and supply. I followed up whether if students understood the purpose of supply and demand. They explained that demand was an amount of customers’ desire for a product that affects the price of its product based on the product’s availability and location (supply). It was a challenge when I had to provide multiple examples, especially with the use of roleplaying, to clarify the purpose of supply and demand for the struggling students with teacher aides and students. Then, after the roleplay, I asked the struggling students to do the same, they partially responded well. The class ended on a positive mood.

To see the PowerPoint sample, refer to Appendix B.

O’LOUGHLIN LP #9: Week 7, Ideal location should be your priority (business-friendly) May 1, 2017, Day 3 - 15 minutes

All students were present for the day, after a long session with speech pathologist.

Since I did not have enough time to continue my PowerPoint lecture, I wrapped up the remainder of the time by reviewing the PowerPoint slides by showing through the slides in the front of the students. After the review, due to the time constraint, the
students took spelling test and all of them passed with 100%. The target vocabulary for the Unit 2 were: Supply, Demand, Industry, Con, and Pro.

It was a challenging day because I was given only fifteen minutes to teach the lesson, while, at the same time, I was pleased with the fact that all of my students had fared well on their spelling test. Maybe, it could be used as a mini-interactive lesson for this brief time – next time.

O’LOUGHLIN LP #9: Week 7, Ideal location should be your priority (business-friendly) May 2, 2017, Day 4 - 45 minutes

After I briefly reviewed the lecture about industries in San Diego County, I explained the importance of making reasonable business decision on the “mocked” Austin-based startups that they may open in in San Diego County. I handed out the list of startups and a map of San Diego County for the students to begin their group project in the class. The project focused on placing the Austin-based startups (approximately 15 startups on the list) in the ideal locations, which should fit the neighborhood’s market, in San Diego County so the students needed to discuss where the best fit for the specific businesses (I supplied the list of successful Austin-based startups for the students to discuss with their partner). I asked them to utilize the map to determine the ideal locations for the targeted Austin-based startups, and then wrote a reason why they would launch these startups in these specific locations in San Diego.

I assigned the students to work with their partners and conduct their projects collaboratively. I worked closely with two struggling students. I asked the students to specify the locations that were suitable for the startups and recognize the high needs for
the certain neighborhoods, especially for the specific business ventures. For instance, the
student proposed that a beard shaving startup should be launched downtown to meet the
needs of the male-dominated workplace. The potential for the shaving business growth
was healthier downtown, rather than in suburbs. With students’ suggestion to open the
shaving startup in downtown, I respectfully agreed with them and this was an ultimate
success for the two most challenging students. They met the summative assessment of
this lesson.

After a long discourse with two students, I recognized that other four students had
completed their map projects and were waiting for the next instruction from me. I
assigned them to write a paragraph about “What does business-friendly mean to you?”
While four of them were writing their paragraph, I worked closely with two students to
generate a sentence of what business-friendly meant to them. They came up with several
ideas, which I had modeled for them on the whiteboard. They copied some of my ideas as
they used it as a way to come up with their own ideas.

I was hoping that would finish their writing assignment before moving forward to
Unit 3. We could not finish the writing assignment due to ongoing questions that needed
to be clarified before working on ‘What does business-friendly meant to you?’ essay.

For some of them, they needed immense language support via one-on-one
support. Thus, the timing of the lesson became a challenge. I decided to write on the
whiteboard modeling how to write an academic essay. Unfortunately, I miscalculated on
my time management, so I hope that I could finish the Unit 2 by tomorrow, then begin
the Unit 3 on the same day.
Also, I added Pro vs. Cons writing activity for the students to generate the ideas of what are the advantages and disadvantages of starting the business in the certain locations like Austin and Detroit.

The students’ writing samples can be found in Appendix B under Unit #2, Lesson #4. Some students briefly summarized their perception of what business-friendly meant to them and how it may accelerate their opportunities. For the other students that completed the pros and cons sheet, the students’ responses were based on the comparison between Austin and Detroit. It was their way to evaluate the advantages and disadvantages of starting the business in both locations. I had also provided the writing support as they needed. They were able to write successfully overcoming the academic challenge of the activity. In the end, I also felt that I could’ve asked the students to share any of their personal experience regarding traveling to their favorite destination. In that way, the lesson would have tapped into their prior experience. The comparison of both familiar destinations would have been more appropriate than Austin and Detroit (places they had visited).

**Cooperating Teacher’s Comments and Feedback**

The Cooperating Teacher (CT) suggested that I need to write a larger font size on the whiteboard for the students to read. Some of them struggled to read my smaller-than-usual font size, so I need to improve that area to accommodate the students’ needs.
O’LOUGHLIN LP #9: Week 7, Ideal location should be your priority
(business-friendly) - Work on their assignment (name the project) May 3, 2017, Day 5 - 35 minutes

All students were present for the day.

I took the last opportunity to review the worksheets (What does business-friendly mean to you?) I followed up with students whether or not they completed their writing assignment as part of their homework. All of them did complete their homework, and they would be graded accordingly.

Before I explained the last assignment for Unit 2, I explained the concept of gradual responsibility that I expected for the students. I explained the amount of responsibility that I had for them (teaching, assisting, etc.) in the first unit, then I asked them, if they noticed that they were gaining the responsibility by working on their tasks independently in the past several weeks. They indicated that they had noticed it. I took the opportunity to explain that they would need to naturally accept the larger responsibility for their own work once the third unit begins. I used the whiteboard to illustrate the amount of responsibility that teacher and students would have in three columns (unit 1 (80% vs. 20%), unit 2 (50% vs. 50%), and unit 3 (20% vs. 80%)). They understood my intentions.

I concluded the class by assigning them to complete their in-class descriptive video assignment. They were expected to deliver a clear presentation to me using five business vocabulary (Supply, Demand, Industry, Con, and Pro) for the next day. They needed to select two Austin-based startups (that they have had determined the location
that was best to support the venture) and explain a reason for their entrepreneurial decision.

The class was productive for the most part. Four students submitted their video assignments promptly, while the other two needed intensive support. To respond to their critical needs, I modified the task. They would need to show their own work where they placed the business startups on the maps and use only one business vocabulary instead of five.

**Unit 2, Lesson #4 Assessments/Objectives/Rubric**

**Assessment:**

Formative Assessment: Students had discussed and shared their reflective thoughts during the map activity with their peers and throughout the lesson. They utilized their prior knowledge based on what they’ve noticed, so they were able to make a connection to the map activity as well as being able to collaboratively express their knowledge with classmates.

Summative Assessment: They all have illustrated and completed a map of the location where their business idea could launch. They had also written their essay regarding the importance of ‘business-friendly’ environment for their business (pro vs. con).

**Objective/Rubric:**

Video Homework/Video: Three students were not on clear in their focus of their video purpose. Only one student was able to follow the rubric. Since then, it was clear that majority of the students needed additional guidance of how to execute the professional
presentation digitally. The students were able to use at least one business vocabulary in the video assignment. The students’ artifacts are not digitally available.

Google Map Homework: All of the students have adequately met the requirements for the rubric.

Language Objectives:

Students wrote a paragraph describing the purpose of business-friendly environment. Students have partially demonstrated the use of business vocabulary as part of their projects.

**O’LOUGHLIN LP #10: Week 7, Components of a Business Plan**

**May 4, 2017, Day 1 - 60 minutes**

All, but one student, were present for the day.

It was a rather enjoyable morning. I reviewed the gradual of responsibility with my students to ensure that they remembered what they were supposed to do. Then, I showed them (on the back room’s white board across from my usual whiteboard) what they had completed thus far and what they needed to complete.

I realized that it was not ideal to show them both samples of bad and good business plans. They were confused with the new concepts of business plans. Instead of showing them good and bad business plans (as planned in my lesson plan), I introduced the class to my personal business plan briefly. I realized and recognized students seemed to be intimidated by the amount of work they were expected to do and I told them that they would not need to cover every single portion of the business plan that I did due to time constraints.
The sample of my business plan can be found in Appendix B under Unit #3, Lesson #1.

They were to write their business description as a first step, then follow a list of sample questions to include in their section such as, “who are you, what will you offer, what market needs you will provide, why your business idea is awesome, and why people will buy it.” It was a reasonable moment to assess their progress as they had begun writing their first business description to assemble into their business template. It was the first step for many students.

I instructed all, but two students, to write while the remaining two students worked with the teacher aide to produce an ASL video clip about their business description. A video clip did not enhance their ASL competency. Because these two students were not confident in their writing ability, the option of producing an ASL video clip seemed like a reasonable accommodation. I felt that two struggling students were able to work on their video clip based on the business description, however, it was difficult to pry the information out of them. It required us to provide a roleplay to instill the conceptual understanding and purpose of their business description as if we were trying to explain what are the product, location, etc. They slowly provided the details that was required. It was a challenging accommodation for all of us. Instead of dwelling on it, we decided to take them out for a Subway (on the next period) to buy a sub for themselves – they realized where Subway was located, what products they offer, etc. They were able to make the connection to their video clip task. For the next time, for these particular students, I would emphasize the community-based instruction to support their conceptual understanding for the projects.
Students began writing their business plan description. It was their first milestone step toward to their personalized business plan.

**O’LOUGHLIN LP #10: Week 7, Components of a Business Plan**

**May 5, 2017, Day 2 - 90 minutes**

All students were present for the day.

We continued working on their business descriptions. I provided the grammatical feedback to support their writing. Most of the students struggled writing the business description due to the limited real-world experiences and writing abilities at their late ages, with an exception for specific students who have done well. All of the students completed their business description assignment (on worksheet #2 that I created the night before). Some of them were still discussing on generating the business names for their proposal. During that time, I told them that they must illustrate at least five brand logos on their worksheet #3 that represented their business proposals. In that way, the students would be able to elect the best logo out of all five.

I noticed the two students did not have the conceptual understanding of what the brand logos meant. They copied the well-known logos from Google, but to respect copyrights, I explained that they had to slightly modify the logos to represent their own businesses.

They still needed to work on their brand logos, business descriptions, and producing the potential business names for their proposal before moving forward to the second lesson of third unit.
The challenging part was to accelerate the pacing in the classroom, since a lot of the students still needed a lot of writing support from all of the educators. However, I was proud by the fact that they did not give up or become upset with our support.

**O’LOUGHLIN LP # 10: Week 8, Components of a Business Plan**

**May 8th, 2017, Day 3 - 90 minutes**

All students were present for the day.

Students turned in their assignments that they were supposed to submit last week. For the other students, they continued writing their business description worksheet that I had left on the whiteboard before they began creating the brands for their business. After they determined the brands, they moved forward to select a brand to illustrate – a goal to draw their customers and build a loyal base. There were some difficulties that some of the students demonstrated. They did not understand how to create the brand name for their company. For some, they assumed that they could use their name as one of the possible ways to market their brands. I suggested to them to generate a better idea or two. I provided examples such “Glamourous Sign Language” at the nail salon to draw the attention of their customers. For some they understood – for others, we decided to move on due to time constraint. As for the other students that did not understand the concept of creating the brand, the teacher aide worked with them to come up with the ideas at a different time.

The majority of my first lesson, for the third unit, did not benefit the students since it was an abstract concept for the most of them. Therefore, I utilized the simple set of PowerPoint slides to show the step-by-step instruction of what the students needed to
do. Instead of creating the dictionary and analyzing the business template and plans intensively, I requested them to complete their business description.

Students completed their business description, with the exception of two students who completed their assignment via ASL video. These two were to illustrate their brand logos that they would use to promote/market their businesses. Before they began working on their brand logos, I drew several brand logos that represented their businesses ideas. We discussed whether or not the brand logos would draw the customers to my business. They engaged in a discussion about importance of designing the top-notch brand logos to intentionally draw their consumer bases. Finally, after their discussion, they were able to compose at least three illustrations on their worksheet. Then, the time has run out.

To modify this lesson for the students, I decided not to mandate the students to write a reflection of how they assembled the informational text using classroom dictionary nor respond to any of the closure questions as shown in the lesson plan.

The students’ writing samples can be found in Appendix B under Unit #3, Lesson #1. Three students were able to complete their business description. For a particular student, she still needed to be concise with what she wanted for her business, instead of explaining how she would run the day-to-day business activities. This kind of information could be used as a broader aspect of the business such as explaining the location, demand v. supply, etc.
Unit 3, Lesson #1 Assessments/Objectives/Rubric

Assessment

Formative Assessment: It was clear the students able to present of how they able to organize the ideas. However, they still need step-by-step instruction for the business plan development.

Summative Assessment: Instead of writing their reflection based on their perceptions on business template, I asked them to write a brief business description. All of the students, with an exception for two, have executed the assignment.

Objective/Rubric

Group Work: Not applicable. It has changed to individual work.

ASL Video Clip: All students have successfully submitted and presented their intriguing business ideas.

Content: They were able to receive the business template to coordinate their findings for their project. They have maintained to meet the state standards requirements.

O'LOUGHLIN LP # 11: Week 8, Becoming an Investigator

May 9th, 2017, Day 1 - 45 minutes

All students, but one, were present for the day. It was mostly independent work as I provided the students with a chart with two columns, as an optional to upstart their writing creativity for their upcoming essay assignment, that stated, “current problems” and “potential solutions,” before writing their essay. Two students preferred to complete their two columns assignments, while other two students preferred to write three
paragraph essay that included Step 1, Step 2, and Step 4 (I eliminated the third step since it is unnecessary and time consuming).

Three students had completed their three-paragraph essay before the class ended. We will spend the significant time in editing the essay briefly for the next class. They will briefly summarize their findings via ASL in the front of the class. They discussed the obstacles their customers faced while being able to offer the reasonable solutions, such as providing the right product, for their customers to have.

Students’ samples can be found in Appendix B under Unit #3, Lesson #2. The samples display that they partially identified the potential problems that their business may face. They attempted to articulate the customers’ demand such as providing a clean service for those who needed the car repair.

I felt that this lesson was somewhat difficult for the students because they may have gotten the impression that they could open their business without recognizing the potential problems that their businesses/customers need to overcome.

**Unit 3, Lesson #2 Assessments/Objectives/Rubric**

**Assessment**

Formative Assessment: Some of the students were able to identify the potential problems that their business may face. However, some of the students were not able to identify. Summative Assessment: Since only two students presented and submitted the writing assignment, this assessment was not met since the presentation using the flipchart was required. Thus, this assessment was not appropriate.

**Objective/Rubric**
Summary: Students have received 2 out of 3 score while the other two rubrics are still incomplete.

May 10, 2017

I was absent.

O’LOUGHLIN LP # 12: Week 8, Creating your Business Vision. May 11, 2017, Day 1 - 45 minutes

Students began writing their business vision after completing their essay about becoming an investigator. I showed several business visions via PowerPoint slides (Appendix B) of what it takes to construct the ideal business vision of their own. I elaborated the importance of keeping it succinct and that it reflects their company. I provided the sentence prompts for the students to replicate and expand. It took them a while to comprehend the concept of business vision, so I asked my teacher aide to participate in role play scenarios. We explained that vision should be emphasized on your end point goal of the business.

I asked the students to write their business vision by using the PowerPoint. It provided the platform for the students to detect the broad concept by identifying the small matters such as customers, targets, products, and location. With their responses to these prompts, it helped the students to write a brief 3 or 4 sentences business vision of their own. It was generally successful because they were able to investigate the prompts collaboratively. They had developed their sense of ownership.
They did not have the opportunity to complete their business vision, as required in the lesson plan, due to time constraints. However, they had met the other two rubric criteria with high notes.

I uploaded my personalized Flip-Classroom Model to provide the instruction for their homework regarding Worksheet #4. It was a success that the students were able to understand the purpose of worksheet and completed their task timely.

Figure 3: Flip-Classroom Model Homework – Worksheet #4

The business vision worksheet samples can be found in their final product under Appendix B section and under Unit #3, Lesson #3.

While analyzing the students work sample, the students responded accurately to the questions for the most part. However, I can reminisce that the students weren’t sure how they are able to analyze the business visions for both well-known companies.

Students were partially able to correspond the comparison and contrast for both
companies. For some, they needed intensive vocabulary support such as explaining the meaning of ‘wildlife’ as if it was ‘animals.’

I feel that if we had a little more time, I would be able to expand the details about the business vision for the students to understand by introducing the additional business visions for the students to view. Managing was an obstacle due to the timing constraint at the end of the semester. Surprisingly, I am pleased with my students’ submission because they were able to present the decent business visions for their business plans as part of their summative assessment. All of these business visions are available for their final project of this thesis in Appendix B.

**Unit 3, Lesson #3 Assessments/Objectives/Rubric**

**Assessment**

Formative Assessment: Students remained engaged by asking the questions regarding my PowerPoint slides.

Summative Assessment: They shared their business vision and partially explained how they can succeed their vision by overcoming their obstacles.

**Objective/Rubric**

Students successfully examined the business vision by writing their own business vision for their business proposal. Two students also received the additional writing support. Please note that I had given the different homework assignment because I felt the initial assignment were not appropriate. Therefore, I created a new worksheet for the students to complete.
Business Vision: All of the students have completed their strong business vision.

Students artifacts can be found in the Appendix C, under students’ final PowerPoint slides.

Homework: Three students were able to provide the evidence that is specific and relevant, so they’ve received 3 out of 3. The fourth student was able to complete their assignment, but it did not provide enough evidence such as interpreting the business’ vision as a way to compare the other business’ vision. – 2 out of 3. The other two students made an effort, but were not able to provide the concrete examples for their part.

Homework: All, but two, have completed their worksheet. The other two students needed to make improvements by citing the evidence to justify their findings, etc.

Four out of six students were able to draw evidence for their writing assignment and it met the state standard; CCSS.ELA-LITERACY.W.9-10.9.

May 12, 2017

The lesson did not continue today because there was a special guest speaker, Sergeant Kolombatovic, for the day, He shared his experiences as a local law officer in El Cajon. He is a CODA detective, son of Mr. Vadja Kolombatovic.

O’LOUGHLIN LP # 13 & 14: Week 9, Strengthen your Network & Evaluating Marketing Strategies. May 15, 2017, Day 1 - 90 minutes

All students were present for the day.

I realized that students would not be able to complete the last three remaining lesson plans of my unit, so I made a conscious decision to blend all of the lesson plans by modifying some tasks (creating new ones while eliminating portions of the lesson plans).
They did not have enough time to complete the homework by investigating other businesses’ vision. Instead of dwelling on the homework, I changed the plan by requiring them to complete their classwork on their business vision and problem/solution essay, which they had already done to better define their business vision. The samples are available in the students’ final product (Appendix B).

Additionally, I made the decision to not use Unit 3, Lesson 7 (with an exception for final presentation segment), since it was academically inappropriate for the students as they needed more understanding about the topic.

I started Lesson #4, and presented the marketing strategies and sampling for students to utilize. The students were responsive to my expectations, while other two need intensive guidance (which, I will do tomorrow) related to marketing sampling. I gave them the take-home assignment to complete the marketing sample by asking at least twenty-five individuals for their thoughts on their business idea. I also asked the students to summarize their findings after the sampling.

Lesson #5 emphasized the importance of 4 P’s; Price, Place, Promotion, and Product. I felt that it was not appropriate for the students since it is one of the most challenging, available assignments that I have for them. Instead of the 4 P’s assignment, I focused on marketing sampling so that they could summarize their findings by the next day. The only remaining tasks they need to complete were the following:

1. Product description and illustrations
2. SWOT
3. PowerPoint that needed lots of editing.

Students’ Marketing Targets samples can be found in Appendix B under Unit #3, Lesson #4/5. The students’ samples showed that they gathered at least twenty-five
responders, which met summative assessment. Some of the responders favor their business plan, while the others did not. It also helped the students to better understand their marketing target(s) in order to modify their product/plan to assimilate the customers’ desire. Interestingly, I had noticed one of these papers had shown that she was overly concerned about the negative perception of the business plan. I thought it was a good way for her to understand her customer better yet, she needed to realize that her business model, a nail salon, could not meet every single human being on the earth. It was a slight challenge to explain the concept that one person cannot meet every single human being’s need, which was an interesting discussion in order to respond to her critical question. However, I felt it was a rather successful assignment as the students were able to bravely survey their hearing peers at the school site. For some, it was their first time to use the interpreter to interpret their business proposal in the front of the mainstreamed classroom – it was a nice to notice that several of students’ self-esteem was naturally boosted.

O’LOUGHLIN LP # 13 & 14: Week 9, Strengthen your Network & Evaluating Marketing Strategies. May 16, 2017, Day 2 - 120 minutes

All students were present for the day. We had spent a lot of time by analyzing and improving their worksheet #3 (marketing sampling) and #4 (designing the brand logo). The students were able to complete their worksheets in a timely manner. However, the lesson plan ended abruptly because of school’s emergency lockdown due to an active shooter in the area. We did not have an opportunity for the students to illustrate the graphic organizer of their niche markets.
An hour later, the shooter was found and arrested outside of the school campus. During that memorable time, I silently and cautiously worked with terrified students on their worksheets, and then later shifted to assist a student with her Algebra homework for her mainstream class.

**Unit 3, Lesson #4 Assessments/Objectives/Rubric**

**Assessment:**

Formative Assessment: Students utilized their prior conceptual of marketing strategies by evaluating who should they market toward for their business idea.

Summative Assessment: All of the students determined who their niche markets were; however, they did not illustrate the graphic organizer since it was not necessary.

**Objective/Rubric:**

Students have met their language objectives. But, they still needed to utilize the evidence to justify their argument.

Marketing Targets: All of the students presented strong statement of their marketing strategies, 3 out of 3.

Homework: Two students were able to present the responders’ written comments to improve their business ideas, 3 out of 3. 2 out of 4 students have utilized their experience as an evidence to justify their rationale, so I felt their opinion was still insufficient. Two out of three could have improved their marketing sampling by analyzing their data to update their marketing strategies.

Homework: Four students have completed their homework. The other two students need to improve their homework since they have not surveyed at least twenty-five samples.
We moved forward to creating at least ten products for the students to identify via the Internet. It was an opportunity to explore the product options of what were possibilities they could provide for their clients. I asked students to identify at least ten products that would ensure the success of their businesses. They were able to achieve the class expectation, which demonstrated the success of the lesson.

After the completion of their findings, I instructed the students to illustrate the final logo for the final presentation slides. Some of the students preferred to conduct their illustrations through color pencils, Adobe Illustration applications, and their personal photographs. It was a success for the most part since it was their moment to reflect on their entire project for the final time. Thus, it was a golden opportunity for the students to investigate thoroughly before returning to the marketing sample gridlocks on the next day.

The logo, products, etc. can be found in their final product in Appendix B section. These finalized logos and the list of products informed me that they demonstrated their understanding of the business components. While 3 out of 6 students need to improve their designing capabilities, I feel that they sufficiently did well since arts is not their best skill.
It was a pleasant surprise that all of the students were intrigued to discover how the Flip Classroom Model could benefit their project. The students were able to follow the step-by-step directions by creating the bar chart based on their marketing sample results that they had conducted in the past week based on their surveys. As usual, most of the students are presently tech-savvy and capable of generating the bar chart (using my personalized flip classroom model video) for their PowerPoint without much effort. For two struggling students who needed additional technological support, the classroom assistant assisted the students and provided the further support they needed.

All of the students completed their assignments seamlessly and efficiently. Since they completed the work the day early, I recognized the opportunity for the students to review their projects for edits or revisions, and to determine what logistics they needed to complete in order to be ready for their final presentation.

I realized that using Flip Classroom Model in the classroom could be a lifesaver since it reduced the need for the in-person presentation and unnecessary time loss. Much of the time was devoted to assisting the students with their specific academic needs and questions that may be irrelevant for the others.
The theory of gradual of responsibility was effective, after explaining to the students, because the students could independently view the instructional video, then develop their marketing strategies chart via Google Drive. I was impressed that it was one of the most unusual days because the students didn’t ask the questions related to the video or my presentation. A great success! The single challenging part was to encourage the students to log into their laptop to view my instructional video.

**Unit 3, Lesson #5 Assessments/Objectives/Rubric**

**Assessment**

Formative Assessment: They did not determine what marketing sampling strategy they will utilize since it has already completed in Unit 3, Lesson #4. However, they were able to concentrate and discuss what the appropriate logo was that was suitable for their company.
Summative Assessment: Four out of six students have successfully sampled at least 25 individuals for their assignment.

Objective/Rubric

Brand logo: All of the students have illustrated and finalized their logos, 2/3/3. It also satisfied the California Visual Arts Content Standard.

Chart: Eliminated (4 P’s Chart is not used for this assignment due to time constraints).

Market Sampling: 4 out of 6 students scored 3 out of 3, while the other two students scored 2 out of 3.

O’LOUGHLIN LP # 15: Week 9, Examining your SWOT

May 19, 2017, Day 1 - 60 minutes

Due to the recent success of using a short 10-minute video, using Flip Classroom model, I decided to try this approach again. This time, it focused on SWOT; Strength, Weakness, Opportunity, and Threat. It was also an immediate success. The students were able to collaboratively discuss with their peers about the video clip based on their business proposal and able to distinguish its significant of each role. Then, after giving them the assignment; four students were able to complete their SWOT chart seamlessly.

Two students received a modified assignment whereas they were only required to conclude their task by filling in the details in two areas: Strength and Weakness, instead of completing all four areas (SWOT). It also helped them to concentrate on two main points as it still promoted some critical thinking for two novice language learners respectively.
For the remaining students, they were obligated to consider all 4 areas that their businesses had. They met and exceeded my expectation because they identified the specific fields in their chart. It was rather impressive activity since they were able to independently investigate and explore the vast potentials and possibilities that their businesses had. It was simply a success for all of us.

I also supplied my personalized PowerPoint slides, Nike Inc., for the students to use as an example.

The logo, products, and etc. can be found in their final product under Appendix B section.

This is probably the least challenging lesson that I taught for this curriculum due to the use of Flip Classroom model. It was a rather wildly successful outcome that the students comprehended the entire instruction and purpose of SWOT by being able to complete their assignment accurately. For the two struggling students, they were slightly frustrated, but they were able to provide the critical information that reflects their business plan’s strengths and weaknesses. They have met the summative assessment, but they did not have the opportunity to complete their ASL video of their SWOT analysis.
Unit 3, Lesson #6 Assessments/Objectives/Rubric

Assessment

Formative Assessment: Students did not take a note of the ASL video. Instead, they used it as a reference for their SWOT project.

Summative Assessment: Four out of six students completed their SWOT analysis, while the other two students completed Strength and Weakness analysis on the whiteboard.

Objective/Rubric

Class Discussion: As usual, all of the students have been intrigued and respected others’ perspective. They were able to analysis and provide their perception of their SWOT analysis’ findings. 3 out of 3.

Grammar and Spelling: Three out of three, after the feedback.
SWOT: All of the students, alongside two students with modified SWOT assignment, received 3 out of 3 score. They also uploaded their SWOT analysis onto their PowerPoint slides.

O’LOUGHLIN LP # 15: Week 9, Executive Summary & Persuasive Presentation

May 22, 2017, Day 1 - 1.5 Hour

All of the students dressed professionally and prepared for the formal presentation. They had successfully completed the requirements for the projects and responded comfortably to the audience’s questions. The audience is consisted of special guests, on-site interpreters, and a former Helix student. However, there were two students who struggled with certain vocabulary, so I had to provide language assistance. In that way, I noticed these struggling students’ confidence was boosted. It is unbelievable to know that the students had finally completed the curriculum.

Due to time constraints, we did not have opportunity to write an executive summary at the end of the semester. I also could not find a volunteer to take a role as panelists to challenge the students. Thus, the business pitch event was turned into a final presentation project. One of my curriculum plans was to recruit several locals, business panelists to participate the business pitch event as a way to challenge my students’ business proposals. Unfortunately, it did not happen, so I shifted the business pitch event as the final presentation. I also invited the special guests to follow through students’ presentation by inquiring and clarifying their ideas of how they could successfully launch their business. As a result, the students were able to respond to their questions and clarifications effectively. Based on four students’ final products:
Student #1 was able to identify the type of business, presents its business vision, targeted location, logo, products that she will sell, and able to explain its findings based on marketing strategies and SWOT analysis. She received a passing grade on her part since she doesn’t exclude any of my requirements for the presentation. She was prepared and able to deliver an extraordinary performance; however, her final work needed some improvement such as grammar convention and spelling as well as citing the sources.

Student #2 was able to present a strong business description for his business. His logo was one of the best assets that he had to offer; unfortunately, he needed to be cautious with his grammar convention and spelling typos that can be noted in his slides. He was able to meet my criteria of including the location, products, mission statement, marketing targets, and marketing strategies. But, his SWOT analysis was still incomplete and, from what I have noticed, he still needs additional rehearsal time devoted to presentation since he was slightly unprepared at that time. Finally, he needed to include and cite the sources to justify his proposal.

Student #3 has provided one of the most dynamic business plans of the entire class. She was able to specify the logo and setting designs and was able to explain its importance of opening her salon business in downtown El Cajon. Her business description has some room for improvement such as specifying the products. Her presentation slides were lengthy, which showed the need for consistent and concise work. The remaining of her work; business vision, marketing strategies, marketing analysis, products, SWOT analysis enabled her to realize that as an upcoming entrepreneur she presented a strong case to launch her salon shop in downtown El Cajon.
Student #4 was one of the most extraordinary students. Her work had shown the greatest improvement from the beginning (with supports from teacher aide and staff). During her presentation, she was able to explain her product, displaying her logo, merely emphasized on location in El Cajon, while able to explain her business vision and modified Strength/Weakness analysis. Based on her academic capability, I was pleased with her progress as she could independently gather the pictures and able to explain her business vision in ASL (as we would assist her in writing English). The only improvement that I would recommend for her is to complete her marketing analysis since she was not able to deliver an analysis based on 25 responders.

To read the entire students’ final products, it is readily available at the bottom of Appendix B.
Unit 3, Lesson #7 Assessments/Objectives/Rubric

Assessment

Formative Assessment: The students were able to identify the main points of the marketing, consumers, vision, products, and community desires during their compelling presentation. For the two students, they’ve also received the language supports in their part.

Summative Assessment: All of the students completed their presentation slides for the final time.

Objective/Rubric

Persuasive Presentation: Four out of six students were prepared and rehearsed for the presentation (3/3 points). Two out of six students needed a couple more rehearsals, instead they received the support from the class (2/3).

Grammar Convention & Spelling: All of the students received 3 out of 3 after several drafts.

Sources: The students did not meet the rubric since they had not cited any of sources that justified their final product.

Executive Summary: N/A
IX. RESULTS OF THE EVALUATION

The goals of the curriculum were to: (1) empower the students to present their innovative ideas in ASL and English, (2) develop and expand students’ investigative skills using technological sources, (3) design an innovative business plan, and (4) promote social and emotional well-being through critical-thinking, communication, and collaboration skills. For each of these goals, evidence will be provided to determine if the goals were met successfully.

1. To empower the students to present their innovative ideas in ASL and English:

Digital videos were used to justify that the students presented their innovative ideas using ASL and English. During unit 1, lesson 2-3, the students, on Unit #1 (Lesson 2/3), presented their research (airplane, bicycle, and telephone) in academic ASL and written English. They also had been provided multiple opportunities to engage the class in a discussion and presentation in ASL. The students had completed their writing prompts to assemble each of the business components to create a business plan in written English. The students were given the tasks to deliver two formal presentations based on their chosen invention and the final project. The written products are available in Appendix B. They also presented the presentations in ASL in the front of the class.

The students were able to accurately completed, analyzed, and improved their writing assignments such as Marketing Failures and Successes; Timing is Everything; Venn Diagram; Wearing Your Entrepreneurs’ Gloves; Invention PowerPoint slides; Final Project Presentation, and among other in-class assignments.
With an exception for two particular students, since they did not present enough evidence that they had to present their innovativeness in written English. These students received the language support from the teacher aide and me. They had improved the English portion of their project with high marks for their spelling tests’ scores and reading comprehension from their PowerPoint Slides. Despite the fact, they were still developing their writing and reading comprehension skills, they were able to connect the real-time experiences to their projects and use the business vocabulary to communicate their reasoning.

Based on the evidence discussed above, goal 1 of the curriculum was successfully met.

2. To develop and expand students’ investigative skills using technological sources:

Students learned how to cite the sources for their first project for the very first time. All six students were able to cite the digital sources. Four out of six students were able to cite the sources independently. Students were able to demonstrate their capabilities of developing their business PowerPoint that reflected the well-known entrepreneurs’ work and their business plan. This goal was to develop and expand students’ investigative skills using technological sources—it was not just the ability to cite the sources, but the totality of the investigative skills that had to be used to meet this goal.

Based on the data, goal 2 was successfully met.
3. To design the innovative business plan:

Given the solid artifacts, in Appendix B, provide the reliable data. The students were able to progress and executed the business components; business vision, product description, marketing analysis, marketing sampling (target(s)), logo design, location, and etc., with an exception for 4 P’s and executive summary due to time constraint. The students were able to successfully develop and assemble each of business components to the business plan for their final presentation. The majority of the students were able to gain the critical skills of developing the business plan.

The students also understood the purpose of designing the innovative business plan, especially when it comes to achieving their upmost idea. Interestingly, most of the business plans were largely based on what they were prior knowledge and experiences. The dynamics of their business plans were based on their capabilities and skills that they had learned and could transfer from the classroom to a post-high school workforce. For instance, several of the students were deeply immersed in their cultural food and utilized their life experience to design and develop their business plan.

Based on rubrics, assessments, student work samples and projects, the students satisfactorily met and some exceeded the scoring scales. Thus, goal #3 was met.
4. To promote social and emotional well-being through critical-thinking, communication, and collaboration skills:

The students were able to elevate themselves to become critical thinkers through collaboration and communicating their thoughts with classmates. Students’ ability to use their critical thinking, communicating their ideas and collaboration skills have considerably advanced. According to the data based on the formative assessments and rubrics across the curriculum, the students made tremendous improvement in this area. They learned the importance of using the positive collaborative practices that genuinely reflects the concept of teamwork. It was a well-executed goal with students’ ability to work with their peers to design and develop the business plans collaboratively, and to share their critical thoughts about their assignments were pivotal to their academic success as well as promoting social and emotional well-being.

As their academic, social, and emotional well-being had blossomed through collaborative learning, goal #4 of the curriculum was met.

Future recommendation to improve this curriculum, I would recommend to include the math literacy and mathematical functions. This curriculum is still in need of financial analysis (accounting, budgeting, etc.) and math literacy tasks (interest rates, percentages, etc.) for the students to read and analyze whether their business ideas are financially realistic to launch their business. I was not able to cover these topics due to the time constraint of only ten weeks. Thus, I hope you to include the final yet critical components of the business plan for our bilingual Deaf students in the future.
X. CONCLUSION

Ultimately, this project has greatly taught me to become an effective bilingual educator for the deaf and hard of the hearing students in classrooms. I have gained a new set of skills that enabled me to modify the lesson plans and to accommodate my students’ academic needs. It was a growth spurt for me, with a positive experience of utilizing the practices in the classroom such as Flip Classroom Model and Project Based Learning approaches. There were several moments that my students significantly struggled yet they acquired the new business knowledge. I am genuinely proud of my students for their willingness to trust in my 21st-century teaching practices and complete the tasks successfully.

I am confident to claim that this project has significantly contributed to my overall development as a bilingual in Deaf and Hard of Hearing classroom because I saw the greatest growth in their languages, English and ASL, throughout the curriculum implementation for ten weeks. The experience in working with Deaf refugees, at the high school, has helped me to realized that it is possible for the students to develop the challenging assignments such as business plan, which others in society might think it was not possible for them. Due to this experience, I have realized it is inevitably possible for the students to challenge themselves to become better bilingual users when provided with opportunities that will raise their expectations for themselves.

I admittedly realized the importance of providing the appropriate resources for students who are linguistically challenged and for the students who are considered recent refugees. It was critical to provide the emotional and academic support for these students who did not have sufficient experience of living in this country, especially when it comes
to the cultural differences. For instance, they needed language support such as vocabulary banks, ASL and English structures and making connections to their prior knowledge and experiences in the classroom.

Students benefited from the lessons in my project and demonstrated academic achievement such as developing the business plan, utilizing the appropriate sources for their ideas through research, complete and analyzing their marketing sampling results and being able to understand the importance of exploring the possibility of becoming the next entrepreneur.
XI. REFERENCES


Chung Michelle Yee-Wing. (2016). Learning Tools to Enhance Student Achievement in an ASL-English Flipped Classroom for Deaf Students


Higgins, Michael (2015). Developing Financial Literacy in Bilingual Deaf Students


Teaching Bilingual Deaf Students how to Create a Business Plan

Unit 1
Inventions: Where business begins

Lesson 1
Inventions Changed the World

Key ideas:
- Novelty
- Transformation
- Solving old problems
- Modernity

Enduring Question:
What makes a product successful?

Lesson 3
Wearing your entrepreneurs' gloves (skills)

Key ideas:
- Research Project
- Collaborative Building Skills
- Impacts
- PowerPoint

Enduring Understanding:
Revisiting old ideas has its advantages

Lesson 4
Dissecting the success patterns

Key ideas:
- Cultural practices
- Marketable opportunity
- Unchartered territory

Enduring Understanding:
Navigating the world of business requires knowledge, intuition, prediction, planning and taking risk.

Unit 2
Understanding business elements

Lesson 1
The 10 Business mistakes

Key ideas:
- Lack of preparation
- Incorrect assumptions
- Inaccurate research
- False claims

Enduring Understanding:
Mistakes are costly.

Lesson 2
Timing is Everything

Key ideas:
- Competitions
- Targeted Industry
- Future Growth
- Timing

Enduring Understanding:
Right timing equivalents the long-term growth. When is the right time?

Lesson 3:
Marketing failures and successes

Key ideas:
- Marketing Ideas
- Feasibility of strategies
- Marketing sample
- Marketing Target/Niches

Enduring Understanding:
All functions of marketing play a major role in the entrepreneurial venture

Lesson 4:
Ideal location should be your priority

Key ideas:
- Distance
- Labor Market
- Brand Image
- Local Growth

Proximity to Supplier and Customers

Enduring Understanding:
Business-friendly Environment is Critical
Teaching Bilingual Deaf Students how to Create a Business Plan

Unit 3
Build Your Business Plan

Lesson Plan 1
Components of a Business Plan

- Key ideas: Idea, Deadline, Organization, Coordination

Enduring Understanding:
Covering all your bases to coordinate, organize, launch the business idea is critical to success.

Lesson Plan 2
a) Becoming an Investigator

- Key ideas: Research current situations, Analyzing problems, Cause and effect

Enduring Understanding:
To present a solution, you must understand the cause of problem.

Lesson Plan 3
b) Creating your Business Vision

- Key ideas: Direction, Overview, purpose, objectives

Enduring Understanding:
Having a vision helps with achieving your goal

Lesson Plan 4:
c) Strengthening your Network

- Key ideas: Need for your, Niche Marketing, Networking, Potential threats

Enduring Understanding:
Serving your customers needs and wants

Lesson Plan 5:
d) Evaluating Marketing Strategies

- Key ideas: Brand Logo(s), Product, Place, Price, Promotion

Enduring Understanding:
Customers, clients, businesses have different types of preferences

Lesson Plan 6:
e) Examining your SWOT

- Key ideas: Strength, Weakness, Opportunity, Threat

Enduring Understanding:
SWOT analysis is a foundation of a successful business

Lesson Plan 7:
f) Executive Summary & Persuasive Presentation

- Key ideas: Summary, Delivery, Problem/Solution/Why, First Business Pitch

Enduring Understanding:
First impressions are very important to the entrepreneur(s) and investor(s).
UNIT 1
Entrepreneurship Unit #1
Lesson #1
EDS Lesson Plan Template with ELL Modifications

Student: John O’Loughlin
Lesson Title: Upstart your IDEAS!
Course: Business Education
Date Submitted: 2017
Date for Implementation: 2017

Cooperating Teacher:
Lesson Area: Invention Changed the World
School Site: Helix Charter HS
Grade Levels: High School
Description of Group: Whole Class

Standards:
California Common Core State Standards:
CCSS.ELA-LITERACY.SL.9-10.1.D
Respond thoughtfully to diverse perspectives, summarize points of agreement and
disagreement, and, when warranted, qualify or justify their own views and understanding
and make new connections in light of the evidence and reasoning presented.

California CTE Standards:
CTE.MSS.B.B1.1 Analyze the characteristics of successful entrepreneurs.
CTE.MSS.B.B5.1 Understand the role and importance of entrepreneurship and the small
business in the economy.

Content Objective:
1. Students will recognize the famous entrepreneurs of the past and present, then
   analyze the characteristics of successful entrepreneurs.
2. Students will identify the possible marketable opportunities.
3. Students will strengthen students collaborative building skills throughout the team
   activities and discussions.

Languages Objectives:
English: Students will write the main ideas they have for products or services, the needs
in their community, an invention.

ASL: Students shall deliver the persuasive presentation in the front of the class.

Formative Assessment: As observed by the educator, the students shall engage the
collaborative discussion, then compose their reflective thoughts based on their business
ideas on their assigned paper.

Summative Assessment: After the discussion, students will create several graphic
organizers based on their business ideas or Donald Duck YouTube.

Materials:
1. YouTube
2. PowerPoint
3. Classroom materials

The Lesson
Launch:
1. I will ask the students to share what they do know about famous entrepreneurs.
1. Ask them to provide the examples of what they had did.
2. Each student will find a box with a plastic bottle, potato chip, a post it, a band aid, and several other items.
   a. Ask students to look in the box and compose down what they think the items have in common
   b. Then, students share their reflective thoughts within their group and discover what answers the group comes up with. Groups can be 2 – 5 depending on the size of the class. To conclude the discussion, group leader shares out ideas of the group.
3. BONUS: If any of the group guesses these are inventions, they will receive a small prize.
4. SHOW YOUTUBE VIDEO(s):
   a. https://youtu.be/ZnOcmrlFng0
   b. https://youtu.be/GBOpYno7l4

**Explore/Discussion:**
1. Teach explains that to survive as a business, an invention must satisfy a consumer need.
2. Have students ask themselves before writing/illustrating the graphic organizer on the whiteboard and/or flip chart:
   a. What need or problem did Donald Duck have that is not met by product or services already in existence at that time?
   b. What are the possible solutions that Donald Duck may use to address their problem?
   c. If you were living in 1920s, why is it an ideal time to test Donald Duck’s invention?
   d. If you can assume, who are Donald Ducks’ potential competitors?
3. A business opportunity thrives based on the consumers need or want that can potentially be met by a new business.
   a. In economics, a need is defined as something that people must have to survive, such as water, food, clothing, or shelter.
   b. In retrospect, a want is a product or service that people desire.
   c. Not every business idea is a good business opportunity

**Closure:**
1. To promote the healthy collaborative discourse, the students will work with their groups to correspond to the questionnaires provided by the teacher.
2. They will be assigned the homework:
   a. Two Main Ideas and One Question
      i. They will write about what they have learned. Upon the completion of their two main ideas, they will need to supply their personal question on the topic presented

**Modifications:**
English/ASL supports, I will work with individual students to make sure that they can make the connection to their prior knowledge and experiences.
   - Cloze text if needed
   - Self-video if needed
Unit 1: Lesson 1

Inventions Changed the World Assignments

Goal
Students will develop their ability to identify the possible marketable opportunities as they will be able to learn and analyze the famous entrepreneurs’ characteristics. Then, they will collaborate and express their perspectives based on the modern inventions that past entrepreneurs contributed.

Standards
California Common Core State Standards:
CCSS.ELA-LITERACY.SL.9-10.1.D
Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

California CTE Standards:
CTE.MSS.B.B1.1 Analyze the characteristics of successful entrepreneurs.
CTE.MSS.B.B5.1 Understand the role and importance of entrepreneurship and the small business in the economy.

Task Overview
Students will find a box that contains a variety of items. Students will reflect and discuss with their partners what it does represents. They will learn that items represent the modern inventions that the past entrepreneurs have experienced the successful careers. Then, students will watch the video clip and realize that not every single design was intentional. The inventions contributed the significant role in the economic growth that benefited and changed our society. They will leave with an impression that the inventions must satisfy a customer need to survive in this industrialized society.

Student Work Product
Students will illustrate the graphic organizer on their whiteboard and/or flip chart, then correspond the questionnaires based on Donald Duck YouTube video. They shall make the connections of why Donald Duck’s inventions were successful. Which item serves whom?

Student Prompt
This assignment has two parts:

After modeling in the class, students will be assigned and write two main ideas and one question based on what they have learned. They may review the Donald Duck YouTube video and make a connection to their personal experience, their graphic organizer that they have completed, as well as producing a question for the teacher to respond.

They will begin working on creating a classroom dictionary that contains all of the business vocabulary.
Evaluation
1. Do the students understand the purpose of invention? Have the students to answer
   the following questions:
   a. Why is it important for us to appreciate the modern inventions?
   b. What motivates the entrepreneurs to innovate the inventions?
2. Graphic Organizer: Incorporating the business vocabulary
3. Reflection: Do the students clearly express themselves in writing (or, ASL video)
   that correspond the two main ideas and writing a question?
4. Correct spelling and conventions
5. Submitted on time.
6. How do students work in collaborative groups? What social skills do they need to
   be more successful in collaborative groups? Critical thinking skills?

Rubric

<table>
<thead>
<tr>
<th>Score</th>
<th>Reflection: Two Main Ideas &amp; Question</th>
<th>Graphic Organizer</th>
<th>Classroom Discussion based on the business ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Detailed reflection is neatly presented and includes all required information.</td>
<td>Graphic Organizer and illustrations are neat, accurate and add to the reader's understanding of the topic.</td>
<td>Routinely provides useful ideas when participating in the group and in classroom discussion. A definite leader who contributes a lot of effort.</td>
</tr>
<tr>
<td>2</td>
<td>Reflection includes most required information and is legible.</td>
<td>Graphic Organizer and illustrations are neat and accurate and sometimes add to the reader's understanding of the topic.</td>
<td>Usually provides useful ideas when participating in the group and in classroom discussion. A strong group member who tries hard!</td>
</tr>
<tr>
<td>1</td>
<td>Reflection is missing required information and is difficult to read.</td>
<td>Graphic Organizer and illustrations are not accurate OR do not add to the reader's understanding of the topic.</td>
<td>Rarely provides useful ideas when participating in the group and in classroom discussion. May refuse to participate.</td>
</tr>
</tbody>
</table>
Entrepreneurship Unit #1  
Lesson #2  
EDS Lesson Plan Template with ELL Modifications

| Student: | John O'Loughlin | Cooperating Teacher: |
| Lesson Title: | Upstart your IDEAS! | Lesson Area: Getting into Entrepreneurs |
| Shoes (Context): | | |
| Course: | Business Education | School Site: Helix Charter High School |
| Date Submitted: | 2017 | Grade Levels: High School |
| Date for Implementation: | 2017 | Description of Group: Whole Class |

Standards:
California Common Core State Standards:
CCSS.ELA-LITERACY.SL.9-10.1.D
Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

CCSS.ELA-LITERACY.SL.9-10.1.C
Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. I don’t see how these CCSS are related to your lessons – any suggestions?

California CTE Standards:
CTE.FB.FS.2.0 Communications
CTE.MSS.B.B1.1 Analyze the characteristics of successful entrepreneurs.
CTE.MSS.B.B5.1 Understand the role and importance of entrepreneurship and the small business in the economy.

Content Objective:
1. Students will identify the famous entrepreneurs of the past and present, then analyze the characteristics of successful entrepreneurs.
2. Students will collect relevant information and cite all of their sources.
3. Students will complete a questionnaire

Languages Objectives:
English: Students will write the main ideas they have for products or services, needs in their community, and an invention

ASL: Students will express in their academic language, using business vocabulary, for their ASL video assignment.

Formative Assessment: As observed by the educator, the students will discuss with their peers based on what product they want to investigate on.

Summative Assessment: Students will complete the ASL Video Clip.

Materials:
1. PowerPoint
## The Lesson

**Launch**

Who knows who invented the toothpick? Do you use toothpicks?

1. Who knows who invented the toothpick? Do you use toothpicks?
2. Where do you think toothpick might have discovered?
3. Teacher will tell the story of the inventions such as such a toothpick.
   a. In 1869, Mr. Charles Forster invented the disposable wooden toothpick. He, while traveling in Brazil, noticed that the Brazilians natives had nice teeth. Brazilian natives were picking their teeth with silvers of wood whittled from orange trees. Then, Foster has brought the idea to the United States to invent the machine to produce wooden toothpicks. He couldn’t sell any to local restaurants in Boston. To push for the market opportunities, he hired the professionals to market his products to the expensive Boston restaurants. Soon the restaurant owners were calling him for his products.
4. To understand the historical events:
   a. Emphasize it does not have to be a new invention. To find a niche market, change marketing technique, make an improvement to an existing product or service – will help get those creative brain cells electrifying.
      i. Facebook
      ii. Apple’s initial aspiration (Microsoft)
      iii. Surfboard

**Explore/Discussion:**

5. Students are told they will:
   a. Research an invention/product/service with their group
   b. I will supply the items for the groups to research
      i. Potato Chip, 409 Cleaning Product, Band Aid, Basketball Hoop, Harley Davidson, Frisbee, etc.
   c. They will respond to the questions based on their findings via Internet
      i. If possible, allow the students to join the groups based on their preference
   d. To promote the healthy collaborative discourse, the students will work with their groups to respond to the questionnaires. If not completed, it will be their homework:
      i. What is your product?
      ii. (Question 2)
      iii. (Question 3)
      iv. (Question 4)
      v. (Question 5)
7. Hand out the rubrics for PowerPoint, guidelines, and clarify the questions.
   a. The groups will collaboratively merge the findings in the PowerPoint slides and to provide the brief presentation in the class.
**Closure:**
1. I will ask the student to reflect on what they’ve learned about Charles Forster and his infamous invention.
   a. Ask the students how can they duplicate Charles Forster’s success for their own benefit.

**Modifications:**
English/ASL supports, I will work with individual students to make sure that they can make the connection to their prior knowledge and experiences.
   - Cloze text if needed
   - Self-video if needed

Notes:
Goal
Historically, students will realize that every single entrepreneur is likely to have a vision for their entrepreneurial venture nor invention. Students shall investigate the historic, well-known branded products, and then research their long-term success based on entrepreneurs’ capability to maximize the growth of their product through marketing strategies, marketing techniques, or their ability to improve an existing product or service.

Standards
California Common Core State Standards:

CCSS.ELA-LITERACY.SL.9-10.1.D
Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

CCSS.ELA-LITERACY.SL.9-10.1.C
Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

California CTE Standards:

CTE.FB.FS.2.0 Communications
CTE.MSS.B.B1.1 Analyze the characteristics of successful entrepreneurs.
CTE.MSS.B.B5.1 Understand the role and importance of entrepreneurship and the small business in the economy.

Task Overview
I will provide a presentation based on the historical milestones that past entrepreneurs have enjoyed. Students will be assigned one of the well-known branded product, and then research to understand their past growth and success. They will uncover the clues of how the businesses have gained the ground with the use of Internet respectively. While they are working on their research project, they will correspond the following questions (see the lesson plan) as part of their assignment since it will also be used for the PowerPoint slides. Then, they will conclude the project with a presentation in the front of the class.

Student Work Product
Students will create PowerPoint slides for their brief presentation based on their research project and complete their ASL Video clip.

Student Prompt
This assignment has several parts:

Students are mandated to complete the questionnaires via ASL video clips such as “What is your product?” They are also required to cite the sources based on where they have
identified since it meets one of the curriculum goals. Lastly, they will need to write the main ideas that they have discovered based on their assigned product/service as well as identifying the needs in their community that they may have thought of.

Students shall initiate their PowerPoint slides for the upcoming presentation.

They continue working on creating a classroom dictionary that contains all of the business vocabulary.

**Evaluation**

1. Why did the businesses enjoy their immediate success? Have the students to answer the following questions:
   a. What is your product?
   b. What is their marketing targets?
      i. Why?
   c. How does it begin?
   d. Why is it important to the customers and the community?
2. PowerPoint: Incorporating the business vocabulary via ASL
3. Correct spelling and conventions
4. Submitted on time.

**Rubric**

<table>
<thead>
<tr>
<th>Score</th>
<th>Citations</th>
<th>PowerPoint</th>
<th>ASL Video Clip</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>All sources (information and graphics) are accurately documented in the desired format.</td>
<td>Information is organized in a clear, logical way. Utilized the business vocabulary</td>
<td>Covers topic in-depth with details and examples. Subject knowledge is excellent.</td>
</tr>
<tr>
<td>2</td>
<td>Some sources are not accurately documented.</td>
<td>Some information is logically sequenced. Minimal use of the business vocabulary</td>
<td>Includes essential knowledge about the topic. Subject knowledge appears to be good.</td>
</tr>
<tr>
<td>1</td>
<td>Sources are not documented.</td>
<td>There is no clear plan for the organization of information. Business vocabulary is not presented.</td>
<td>Includes essential information about the topic but there are 1-2 factual errors.</td>
</tr>
</tbody>
</table>
Entrepreneurship Unit #1
Lesson #3
EDS Lesson Plan Template with ELL Modifications

Student: John O’Loughlin
Lesson Title: Upstart your IDEAS! gloves (skills)
Course: Business Education
Date Submitted: 2017
Date for Implementation: 2017

Cooperating Teacher:
Lesson Area: Wearing your entrepreneurs’
School Site: Helix Charter High School
Grade Levels: High School
Description of Group: Whole Class

Standards:
California Common Core State Standards:
CCSS.ELA-LITERACY.SL.9-10.1.C
Propel conversations by posing and responding to questions that relate the current
discussion to broader themes or larger ideas; actively incorporate others into the
discussion; and clarify, verify, or challenge ideas and conclusions.

CCSS.ELA-LITERACY.WHST.9-10.8
Gather relevant information from multiple authoritative print and digital sources,
using advanced searches effectively; assess the usefulness of each source in answering
the research question; integrate information into the text selectively to maintain the
flow of ideas, avoiding plagiarism and following a standard format for citation.

California CTE Standards:
CTE.MSS.B.B1.1 Analyze the characteristics of successful entrepreneurs.
CTE.MSS.B.B5.1 Understand the role and importance of entrepreneurship and the small
business in the economy.

Content Objective:
1. Students will strengthen its collaborative building skills throughout the team
activities and discussions.
2. The students will create PowerPoint presentations that consist of 10 slides via
group

Languages Objectives:
English: After discussion, ask students to write the main ideas they have for products or
services; needs in their community, an invention they may have thought of.

Formative Assessment: As observed by the educator, the students shall engage the
collaborative discussion, then compose their reflective thoughts based on their business
ideas on their assigned paper.

Summative Assessment: After the discussion, students shall complete their PowerPoint
slides and their worksheet #1.

Materials:
1. PowerPoint
2. Classroom materials
The Lesson

Launch:
1. To revisit their prior understanding of exploring the item for their entrepreneurial venture: ask the students to recollect of what they have learned in the last two/three sessions
   a. What need or problem do you have that is not met by product or service already in existence?
   b. With your modern invention, what are the possible historical impacts that may address the problem?
   c. Historically, why is it an ideal time to launch the item? What were the factors?
   d. If you can assume, who were your potential competitors?
2. Educator will hand out their quick write papers to revisit their initial findings within their groups
3. I will hand out the guideline for the group research
   a. Guideline
   b. Rubric

Explore/Discussion:
1. Students are told they will:
   a. Work on a computer individually
      i. Utilize the Google PowerPoint
      ii. Browse the appropriate sources (U.S. Labor Bureau, Wikipedia, etc.)
         1. Strengthen their technological enterprise
   b. Students shall collaboratively work together to complete their ten slides (or more) PowerPoint for the next day presentation
      i. They will response the questions based on their findings via Internet
      ii. They will present the invention as part of their presentation in the front of the class
2. To promote the healthy collaborative activities, the students will work with their groups to finalize their research for their PowerPoint
3. Stress timeline.
4. Hand out the rubrics for PowerPoint, guidelines, and clarify the questions.
   a. The groups will collaboratively merge the findings in the PowerPoint slides and to provide the brief presentation in the class.

Closure:
I. I will ask them what they have learned about the entrepreneurs’ role

Modifications:
English/ASL supports, I will work with individual students to make sure that they can make the connection to their prior knowledge and experiences.
   - Cloze text if needed
   - Self-video if needed
Unit 1: Lesson 3

Wearing your entrepreneurs’ gloves (skills)

Goal
Students will explore and communicate the need(s) and problem(s) that their product may require. They shall engage with their partner to develop a PowerPoint based on the assigned product. Students are required to identify the competitors, historical impacts, economic growth, and its matter of launch timing.

Standards
California Common Core State Standards:
CCSS.ELA-LITERACY.SL.9-10.1.C
Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

California CTE Standards:
CTE.MSS.B.B1.1 Analyze the characteristics of successful entrepreneurs.
CTE.MSS.B.B5.1 Understand the role and importance of entrepreneurship and the small business in the economy.

Task Overview
I will initiate the discussion of how the entrepreneurs (or, well-known corporations) enjoyed their personal growth based on the product based on their products or services. Students, in turn, will need to respond the success and failures that their well-known item has experienced based on their historic milestones that may address the problems throughout the research. After determining the key factors, they are obligated to present the factors of why the specific period is an ideal time to launch the item, which is a success. Students will investigate the appropriate sources to work together to complete a PowerPoint collaboratively. In this way, students are given the opportunity to propel conversation with their partner to discuss the large scale of what their assigned products have contributed in our lives.

Student Work Product
Students will assembly the PowerPoint slides for their upcoming presentation based on their research project.

Student Prompt
This assignment has several parts:

Students are asked to write the main ideas they found for products or services, which served the needs of the community. They will need to share their perception of a product that could’ve performed better than the original invention through writing. (see attached)

They will investigate the appropriate sources to assembly the data for their PowerPoint slides.
Evaluation
1. (see attached)
2. PowerPoint: Incorporating the business vocabulary via ASL as well as responding the required questionnaires
   a. Citations
   b. What is your product?
   c. What is your marketing target?
   d. Where did it begin?
   e. Why does customers need the product?
   f. Fun Facts
3. Correct spelling and conventions
4. Submitted on time.

Rubric

<table>
<thead>
<tr>
<th>Score</th>
<th>Citations</th>
<th>PowerPoint</th>
<th>PowerPoint</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>All sources (information and graphics) are accurately documented in the desired format.</td>
<td>Information is organized in a clear, logical way. Utilized the business vocabulary.</td>
<td>Respond all of the required questionnaires.</td>
</tr>
<tr>
<td>2</td>
<td>Some sources are not accurately documented.</td>
<td>Some information is logically sequenced. Minimal use of the business vocabulary.</td>
<td>Respond all but one question.</td>
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<tr>
<td>1</td>
<td>Sources are not documented.</td>
<td>There is no clear plan for the organization of information. Business vocabulary is not presented.</td>
<td>Does not respond any of the required questions.</td>
</tr>
</tbody>
</table>

Notes:
Worksheet #1
Wearing your entrepreneurs’ gloves (skills)

1. What need or problem do you have that is not met by product or service already in existence?

2. With your modern invention, what are the possible historical impacts that may address the problem?

3. Think about timing. Why is now an ideal time to launch the item?
   a. What were the factors?

4. If you can assume, who are your competitors for your product?
   a. What are the advantages?

5. If you can think about this, who are your potential marketing targets that may purchase or need your product/service?
Entrepreneurship Unit #1  
Lesson #4  
EDS Lesson Plan Template with ELL Modifications

<table>
<thead>
<tr>
<th>Student:</th>
<th>Cooperating Teacher:</th>
</tr>
</thead>
<tbody>
<tr>
<td>John O’Loughlin</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson Title:</th>
<th>Lesson Area:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upstart your IDEAS!</td>
<td>Dissecting the success patterns</td>
</tr>
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<table>
<thead>
<tr>
<th>Course:</th>
<th>School Site:</th>
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<tbody>
<tr>
<td>Business Education</td>
<td>Helix Charter HS</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Date Submitted:</th>
<th>Grade Levels:</th>
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<tbody>
<tr>
<td>2017</td>
<td>High School</td>
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</table>

<table>
<thead>
<tr>
<th>Date for Implementation:</th>
<th>Description of Group:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>Whole Class</td>
</tr>
</tbody>
</table>

Standards:

California Common Core State Standards:

- CCSS.ELA-LITERACY.SL.9-10.1.D  
  Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

California CTE Standards:

- CTE.FB.FS.2.0  
  Communications
- CTE.MSS.B.B1.1  
  Analyze the characteristics of successful entrepreneurs.
- CTE.MSS.B.B5.1  
  Understand the role and importance of entrepreneurship and the small business in the economy.

Content Objective:

1. Students will recognize the famous entrepreneurs of the past and present, then analyze the characteristics of successful entrepreneurs.
2. Students will develop the ability to identify the possible marketable opportunities.
3. Students will strengthen its collaborative building skills throughout the team activities and discussions.
4. Students will deliver the PowerPoint presentation.

Languages Objectives:

English: After discussion, ask students to write the main ideas they have for products or services; needs in their community that may be somewhat similar to their product by writing compare and contrast on their Venn diagram worksheet.

ASL: Students shall deliver the persuasive presentation in the front of the class.

Formative Assessment: During observation, the educator shall examine the quality of the PowerPoint slides and their persuasive and preparedness presentation skills.

Summative Assessment: While the students provide the presentation, educator should check their comprehension by asking them to identify the relevance and its business model feasibility. After the completion of presentation, groups’ PowerPoint slides will be individually evaluated based on the rubric.

Materials:

1. PowerPoint
2. Classroom materials
3. Venn Diagram
The Lesson

Launch:
1. The groups will collaboratively finalize the findings in the PowerPoint slides and to provide the presentation in the class.

Explore/Discussion:
1. Students are told they will:
   a. Present their presentation for the class
   b. Class should take notes
   c. Each student is responsible for coming up with a question
      i. What opportunity did the inventor/entrepreneur identify and build on?
   d. Ask the students to write the Venn Diagram
      i. Identify the characteristics
         1. Similar and Differences
         2. Success stories
         3. How was it possible for them?
   e. Presenters will response the questions from the class

Closure:
1. To conclude the weeklong unit #1, ask the students to write:
   a. What was your final impression?
   b. Which invention/entrepreneur interested them the most?
      i. What did they have in common?
         1. If not, why?
   c. If you have to compare yourself to an inventor/entrepreneur:
      i. Which characteristic do you possess which will make you successful as a small business person?

Modifications:
English/ASL supports, I will work with individual students to make sure that they can make the connection to their prior knowledge and experiences.
   Cloze text if needed
   Self-video if needed

Notes:
Goal
Students will coordinate and finalize the findings in the PowerPoint slides, then provide the presentation about their assigned product in the class. Then, students will create Venn Diagram to identify the similarities and differences based on their product presentations as well as sharing their final impression.

Standards
Californi Common Core State Standards:
CCSS.ELA-LITERACY.SL.9-10.1.D
Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

California CTE Standards:
CTE.FB.FS.2.0 Communications
CTE.MSS.B.B1.1 Analyze the characteristics of successful entrepreneurs.
CTE.MSS.B.B5.1 Understand the role and importance of entrepreneurship and the small business in the economy.

Task Overview
Students will present their PowerPoint to discuss their findings based on their assigned product that they have been working on during the course of first unit.

Student Work Product
PowerPoint Presentation

Student Prompt
Students will assemble the PowerPoint slides for their upcoming presentation based on their research project in the classroom.

Students will complete their personal Venn Diagram based on what they have learned about the classmates’ work. Thus, they will be to conclude with a final ASL reflection video that response the questions as part of their takeaway closure. (see evaluation)

Evaluation
1. PowerPoint: Incorporating the business vocabulary via ASL as well as responding the required questionnaires
   a. Citations
2. Venn Diagram (attached)
3. Correct spelling and conventions
4. Submitted on time.
<table>
<thead>
<tr>
<th>Score</th>
<th>Preparedness (Presentation)</th>
<th>Content (Presentation)</th>
<th>Venn Diagram</th>
<th>Venn Diagram</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Student is completely prepared and has obviously rehearsed.</td>
<td>Shows a full understanding of the topic.</td>
<td>All statements noting similarities are placed in the center circle and all statements that note differences are placed in the correct outer circle.</td>
<td>All remarks are supported by the source.</td>
</tr>
<tr>
<td>2</td>
<td>The student is somewhat prepared, but it is clear that rehearsal was lacking.</td>
<td>Shows a good understanding of parts of the topic.</td>
<td>Most statements are placed in the correct circle, but student mixed up a few statements.</td>
<td>Most remarks are supported by the source.</td>
</tr>
<tr>
<td>1</td>
<td>Student does not seem at all prepared to present.</td>
<td>Does not seem to understand the topic very well.</td>
<td>Few statements are placed in the correct circle.</td>
<td>Few or none of the remarks are supported by the source.</td>
</tr>
</tbody>
</table>

**VENN DIAGRAM**

![Venn Diagram Image](image-url)
UNIT 2
Entrepreneurship Unit #2
Lesson #1
EDS Lesson Plan Template with ELL Modifications

<table>
<thead>
<tr>
<th>Student: John O’Loughlin</th>
<th>Cooperating Teacher:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Title: For Better or For Worse</td>
<td>Lesson Area: The 10 Business Mistakes</td>
</tr>
<tr>
<td>Course: Business Education</td>
<td>School Site: Helix Charter High School</td>
</tr>
<tr>
<td>Date Submitted: 2017</td>
<td>Grade Levels: High School</td>
</tr>
<tr>
<td>Date for Implementation: 2017</td>
<td>Description of Group: Whole Class</td>
</tr>
</tbody>
</table>

Standards:
National Business Education Association Standards:
*Marketing: Analyzing customer groups and develop a plan to identify, reach, and keep customers in a specific target market.*

California Common Core State Standards:
**CCSS.ELA-LITERACY.SL.9-10.1.D**
Respon simultaneously to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

**CCSS.ELA-LITERACY.W.9-10.2.D**
Use precise language and domain-specific vocabulary to manage the complexity of the topic.

Content Objective:
1. Students will read and examine the feasibility of its business idea(s)
2. Students will identify a business idea that is an appropriate approach to pursue, or not.

Languages Objectives:
English: The students shall compose a reflection; two main ideas and a question.

ASL: Students shall utilize the business vocabulary as part of their ASL video clip such as timing, marketing, solutions, problem, economy, location, etc.

Formative Assessment: As observed by the educator, the students shall inquiry the collaborative discussion, then share their reflective thoughts based on lecturer’s presentation.

Summative Assessment: After the discussion, students shall compose two main ideas with supporting details on the self-video summary.

Materials:
1. Internet
2. PowerPoint
### The Lesson

#### Launch:
1. I will present the PowerPoint slides based on ‘Top Ten Business Plan Mistakes’
   a. Before I begin my presentation, I will ask my students to write down the top ten possible business mistakes.
   b. I will ask them to explain why they are the mistakes that entrepreneurs may make.
   c. If possible, ask them for their prior knowledge and experience

#### Explore/Discussion:
1. Educator explains that to survive as a businessperson; business plan must be well executed in every aspect to reduce the likelihood of failure.
2. Have students ask themselves before writing/illustrating the graphic organizer on whiteboard and/or flip chart that concentrates on the drawbacks:
   a. The plan presentation is sloppy
   b. The plan is incomplete
   c. The plan is too vague
   d. The plan makes unfounded or unrealistic assumptions
   e. The plan includes inadequate research
   f. You claim there’s no risk involved in your new venture
   g. You claim you have no competition
   h. The business plan is really no plan at all
   i. Source: [https://www.entrepreneur.com/article/81188](https://www.entrepreneur.com/article/81188)
3. Have students compare the poor business plan with what the plan should look like on whiteboard and/or flip chart that concentrates on the successful business plan:
   a. Know your competition
   b. Know your audience
   c. Have a proof to back up every claim you make
   d. Be conservative in all financial estimates and projections
   e. Be realistic with time and resources available
   f. Describe your location
   g. Source: [https://www.entrepreneur.com/article/241079](https://www.entrepreneur.com/article/241079)
4. They will be assigned the homework:
   a. Two Main Ideas and One Question
      i. They will summarize about what they have learned about the top ten business plan mistakes and successes. Upon the completion of their two main ideas, they will need to supply their personal question based on the question that they may seek.
      ii. Spelling Practice

#### Closure:
1. Ask the students what are the ways to avoid writing a bad business plan.

### Modifications:
English/ASL support, I will work with individual students to make sure that they can make the connection to their prior knowledge and experiences.
- Cloze text if needed
- Self-video if needed
Unit 2: Lesson 1

The 10 Business Mistakes

Goal
Students will read aloud and examine the business mistakes that cost their fortune. They will share their perspectives of why business mistakes may have cost their capital to sustain their venture. While some of the business ideas are extraordinary, students shall explore its reasoning why it doesn’t succeed.

Standards
National Business Education Association Standards:
Marketing: Analyzing customer groups and develop a plan to identify, reach, and keep customers in a specific target market.

California Common Core State Standards:
CCSS.ELA-LITERACY.SL.9-10.1.D
Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

CCSS.ELA-LITERACY.W.9-10.2.D
Use precise language and domain-specific vocabulary to manage the complexity of the topic.

Task Overview
Students shall listen to my presentation based on ‘Top Ten Business Plan Mistakes’ after they had completed their discussion/writing of top ten possible business mistakes that entrepreneurs previously endured. During the course of discussion, students will share their prior knowledge and experience regarding business failures if applicable.

Student Work Product
Students will write a reflection; two main ideas and a question.
Students will incorporate a new set of vocabularies to their existing classroom dictionary.

Student Prompt
This assignment has several parts:

Class activities will be included with writing and illustrating on the whiteboard based on the business mistakes. After the conclusions of activity, students shall summarize about what they have learned about the top ten business mistakes and successes. Upon the completion of their two main ideas (and, a question), they will need to supply their personal question based on the question that they may seek. Finally, we will review the vocabulary from their classroom dictionary.

Evaluation
1. Do the students understand the purpose of business failures? Have the students to answer the following questions:
   a. What are business mistakes?
b. Why does that occurred?
2. Graphic Organizer: Business mistakes
3. Reflection: Do the students clearly express themselves in ASL video that correspond the two main ideas and writing a question?
4. Correct spelling and conventions
5. Submitted on time.

Rubric You should evidence from this rubric for goal #4

<table>
<thead>
<tr>
<th>Score</th>
<th>Reflection: Two Main Ideas &amp; Question</th>
<th>Duration of Video Clip</th>
<th>Graphic Organizer</th>
<th>Classroom Discussion based on the business mistakes</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Detailed reflection is neatly presented and includes all required information.</td>
<td>Length of presentation was 4 minutes.</td>
<td>Graphic Organizer and illustrations are neat, accurate and add to the reader’s understanding of the topic.</td>
<td>Routinely provides useful ideas when participating in the group and in classroom discussion. A definite leader who contributes a lot of effort.</td>
</tr>
<tr>
<td>2</td>
<td>Reflection includes most required information and is legible.</td>
<td>Length of presentation was 3 minutes.</td>
<td>Graphic Organizer and illustrations are neat and accurate and sometimes add to the reader’s understanding of the topic.</td>
<td>Usually provides useful ideas when participating in the group and in classroom discussion. A strong group member who tries hard!</td>
</tr>
<tr>
<td>1</td>
<td>Reflection is missing required information and is difficult to read.</td>
<td>Length of presentation was 2 minutes or less.</td>
<td>Graphic Organizer and illustrations are not accurate OR do not add to the reader’s understanding of the topic.</td>
<td>Rarely provides useful ideas when participating in the group and in classroom discussion. May refuse to participate.</td>
</tr>
</tbody>
</table>
Entrepreneurship Unit #2  
Lesson #2  
EDS Lesson Plan Template with ELL Modifications

<table>
<thead>
<tr>
<th><strong>Student:</strong> John O’Loughlin</th>
<th><strong>Cooperating Teacher:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lesson Title:</strong> For Better or For Worse</td>
<td><strong>Lesson Area:</strong> Timing is Everything</td>
</tr>
<tr>
<td><strong>Course:</strong> Business Education</td>
<td><strong>School Site:</strong> Helix Charter High School</td>
</tr>
<tr>
<td><strong>Date Submitted:</strong> 2017</td>
<td><strong>Grade Levels:</strong> High School</td>
</tr>
<tr>
<td><strong>Date for Implementation:</strong> 2017</td>
<td><strong>Description of Group:</strong> Whole Class</td>
</tr>
</tbody>
</table>

**Standards:**
- **National Business Education Association Standards:**  
  Analyzing customer groups and develop a plan to identify, reach, and keep customers in a specific target market.

- **California Common Core State Standards:**  
  CCSS.ELA-LITERACY.SL.9-10.5  
  Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

**Content Objective:**
1. Students will read and examine the developments of marketing strategies based on the historical timeline using the visual sources.

**Languages Objectives:**
- **English:** The students shall compose a timeline to enlighten the century-long marketing strategies changes, with details supporting the main ideas.
- **ASL:** Students shall utilize the business vocabulary as part of their discussion such as timing, marketing, solutions, problem, economy, location, etc.

**Formative Assessment:** As observed by the educator, the students share their reflective thoughts based on marketing strategies.

**Summative Assessment:** The students will complete their timeline based on the historical events.

**Materials:**
1. Internet
2. PowerPoint

**The Lesson**

**Launch:**
4. I will present the PowerPoint slides based on ‘When Launching a Business, Timing is Everything’
   a. Before I begin my presentation, I will ask my students to write down several ideas of why timing means everything to their business ideas.
   b. They do not have experience with this concept.
      i. If students weren’t sure of the concept of timing, ask them to recall the past innovators and what are the success they have gained based on right timing.
1. Do you remember the past innovators?
2. What did we learned about their decision about launching a business?
3. Did they address the idea of timing or when is it a good time to launch a business?
   c. I will ask them to explain why they are the timing are critical

Explore/Discussion:
1. Educator explains that to survive as a businessperson; timing is critical
2. Have students ask themselves before writing/illustrating the graphic organizer on whiteboard:
   a. How is the current market and local economy?
   b. What is the current competition like in your industry?
   c. Do market trends seem favorable for the start of your business and its future growth?
   d. Do you understand the timing involved in customer outreach?
   e. Is this the right time for you?
3. They will be assigned the homework:
4. Ask them to look around their neighborhood’s business community, and self-analyze whether the local business opens their shop at the right time and why.
5. Source: https://www.forbes.com/sites/groupthink/2014/12/05/when-launching-a-business-timing-is-everything/#3e2d557d5820
6. They will be also assigned the class work, graphic organizer: timeline based on the following criteria:
   a. 1910s Strategies
   b. 1950s Strategies
   c. 1980s Strategies
   d. 2010s Strategies

Closure:
1. I would ask them to share whether if marketing strategies have evolved over the time or not.
5. I will ask them if there are particular strategies that they will adopt for their business plan.

Modifications:
English/ASL supports, I will work with individual students to make sure that they can make the connection to their prior knowledge and experiences.
   - Cloze text if needed
   - Self-video if needed
Goal
Students will gain the skill on determining whether if business idea is an exceptional approach to launch when it comes to launching the appropriate timeframe. Students will reflect the past innovators and explain what are the success they have gained based on an event and market trends.

Standards

**National Business Education Association Standards:**
Analyzing customer groups and develop a plan to identify, reach, and keep customers in a specific target market.

**California Common Core State Standards:**
CCSS.ELA-LITERACY.SL.9-10.1.C
Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

Task Overview
Students shall listen to my presentation based on ‘When Launching a Business, Timing is Everything.’ After they had written down several ideas of why timing means everything to their business ideas. During the course of task, they will recognize its pattern that factors in resulting the difference maker for the business growth based on current market, current trends, and their prior experience/knowledge. Students will explore the growth, with their assigned product, and propel conversation with the classroom teacher and students about their observation of why their product experienced the such growth based on timing.

Student Work Product
Students may illustrate and compose the graphic organizer on the whiteboard and/or flip chart based on the assigned questions. Students will write a summary based on the timing that successfully released the product.

Student Prompt
This assignment has several parts:

Class activities will be included with writing and illustrating on the whiteboard and/or flip chart that emphasize the importance of timing. After the conclusions of activity, students shall summarize about what they have learned via writing with an attached worksheet for the students to respond.

Students will also need to develop their own graphic organizer, timeline, and to reflect their comprehension of its presentation.
Lastly, they will need to analyze their home neighborhood and identify the existing businesses. After identifying the existing businesses, they will need to decide whether local business open their shop at the right time and why. Two paragraphs.

Evaluation
1. Attached Worksheet
2. Graphic Organizer: Timeline
3. Discussion: Students will work with their group to correspond the worksheet provided by the educator.
4. Homework: Neighborhood Business Community
5. Correct spelling and conventions
6. Submitted on time.

Rubric

<table>
<thead>
<tr>
<th>Score</th>
<th>Homework</th>
<th>Graphic Organizer</th>
<th>Timeline</th>
<th>Classroom Discussion based on the timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Completed all of the questionnaire with use of business language</td>
<td>Graphic Organizer and illustrations are neat, accurate and add to the reader’s understanding of the topic.</td>
<td>The student can accurately describe 75% (or more) of the events on the timeline without referring to it and can quickly determine which of two events occurred first.</td>
<td>Routinely provides useful ideas when participating in the group and in classroom discussion. A definite leader who contributes a lot of effort.</td>
</tr>
<tr>
<td>2</td>
<td>Partly completed the questionnaire with several grammar conventions and spellings</td>
<td>Graphic Organizer and illustrations are neat and accurate and sometimes add to the reader’s understanding of the topic.</td>
<td>The student can accurately describe 50% of the events on the timeline without referring to it and can quickly determine which of two events occurred first.</td>
<td>Usually provides useful ideas when participating in the group and in classroom discussion. A strong group member who tries hard!</td>
</tr>
<tr>
<td>1</td>
<td>Did not conclude the assignment at all.</td>
<td>Graphic Organizer and illustrations are not accurate OR do not add to the reader’s understanding of the topic.</td>
<td>The student cannot use the timeline effectively to describe events nor to compare events.</td>
<td>Rarely provides useful ideas when participating in the group and in classroom discussion. May refuse to participate.</td>
</tr>
</tbody>
</table>
1. Name ten existing businesses in your neighborhood.

2. Pick one business that you believe that they’ve opened their shop at the right time and why.

3. Pick one business that you believe that they’ve opened their shop at the wrong time and why.
Entrepreneurship Unit #2  
Lesson #3  
EDS Lesson Plan Template with ELL Modifications

<table>
<thead>
<tr>
<th>Student:</th>
<th>John O’Loughlin</th>
<th>Cooperating Teacher:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Title:</td>
<td>For Better or For Worse</td>
<td>Lesson Area: Marketing Failures/Successes</td>
</tr>
<tr>
<td>Course:</td>
<td>Business Education</td>
<td>School Site: Helix Charter High School</td>
</tr>
<tr>
<td>Date Submitted:</td>
<td>2017</td>
<td>Grade Levels: High School</td>
</tr>
<tr>
<td>Date for Implementation:</td>
<td>2017</td>
<td>Description of Group: Whole Class</td>
</tr>
</tbody>
</table>

Standards:
- **National Business Education Association Standards:**
  Analyzing customer groups and develop a plan to identify, reach, and keep customers in a specific target market.

  - **California Common Core State Standards:**
    - [CCSS.ELA-LITERACY.W.9-10.9](#)
      Draw evidence from literary or informational texts to support analysis, reflection, and research.

  - California CTE Standards:
    - [CTE.MSS.B.B1.1](#) Analyze the characteristics of successful entrepreneurs.
    - [CTE.MSS.B.B5.1](#) Understand the role and importance of entrepreneurship and the small business in the economy.

**Content Objective:**
1. Students will read and examine the feasibility of its marketing idea(s)
2. Students will gain the skill on determining whether a marketing strategy is an approach to pursue, or not.

**Languages Objectives:**
- English: The students shall compose a summary containing with use of business language.
- ASL: Student shall draw and cite the sources as part of their discourse with peers.

**Formative Assessment:** As observed by the educator, the students shall compare and contrast between good and bad marketing strategies with their peers, then share their reflective thoughts based on lecturer’s presentation on the self-video reflection.

**Summative Assessment:** Students will complete and submit their *Marketing Failures and Success* worksheet and submit their self-video reflection based on what they’ve learned in the class presentation.

**Materials:**
1. Internet
2. PowerPoint Slides
**The Lesson**

**Launch:**
1. I will present the PowerPoint slides based on Best and Bad Marketing Strategies  
   a. Ask them for their prior knowledge and experience regarding marketing strategies.  
   b. Before I begin my presentation, I will ask the students what does companies convinces you to buy their products  
   c. I will ask them to explain why you do not buy their product even if their marketing strategy is brilliant

**Explore/Discussion:**
1. Educator explains that businesses depend on the marketing strategies to adapt and survive  
   a. Marketing targets  
   b. Location  
   c. Timing

**Closure:**
1. I will ask the students what were their impressions based on the good/bad marketing strategies.  
   a. Ask them to identify which marketing strategies may be or may not be beneficial for their business plan.  
2. They will be assigned the homework:  
   *Marketing Failures and Success: Four scenarios*

**Modifications:**
English/ASL supports, I will work with individual students to make sure that they can make the connection to their prior knowledge and experiences.  
Cloze text if needed  
Self-video if needed

**Notes:**
Unit 2: Lesson 3
Marketing Failures and Success

Goal
Students will read and examine the feasibility of its marketing idea(s). Students will gain the skill on determining whether if marketing strategy is an approach to pursue, or not. In the end, it is a formal introduction to the concept of Marketing Sample strategies for the students to utilize.

Standards
National Business Education Association Standards:
Analyzing customer groups and develop a plan to identify, reach, and keep customers in a specific target market.

California Common Core State Standards:
CCSS.ELA-LITERACY.W.9-10.9
Draw evidence from literary or informational texts to support analysis, reflection, and research.

California CTE Standards:
CTE.MSS.B.B1.1 Analyze the characteristics of successful entrepreneurs.
CTE.MSS.B.B5.1 Understand the role and importance of entrepreneurship and the small business in the economy.

Task Overview
Before I begin my presentation, I will ask the students what does companies convinces you to buy their products. Students will need to explain why they do not buy the product even if their marketing strategy is remarkable. After the discourse with students based on factual information, students will learn the importance of Marketing targets, location, and timing as well as an introduction to marketing sampling. Then, we will discuss the timeline of marketing strategies and grasp its change it has had made over the years. Once students grasp the concept, the students will evaluate two marketing scenarios as part of their homework.

Student Work Product
Students will utilize the whiteboard to write the examples of marketing strategies while making the connection to location and timing. During the course, we will also discuss the variety of marketing strategies that sell their products.

Student Prompt
This assignment has several parts:

Class activities will be included with writing on the whiteboard that emphasize the importance of marketing strategies and marketing targets. Depending on their preference, they will need to compare two selected marketing strategies by using two-columned worksheet or an assigned four scenario homework.
Evaluation
1. Attached Worksheet
2. Homework: Four scenarios
3. Correct spelling and conventions
4. Submitted on time.

Rubric

<table>
<thead>
<tr>
<th>Score</th>
<th>Homework</th>
<th>Classroom Discussion based on the timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Completed all of the questionnaires with use of business language</td>
<td>Routinely provides useful ideas when participating in the group and in classroom discussion. A definite leader who contributes a lot of effort.</td>
</tr>
<tr>
<td>2</td>
<td>Partly completed the questionnaires with several grammar conventions and spellings</td>
<td>Usually provides useful ideas when participating in the group and in classroom discussion. A strong group member who tries hard!</td>
</tr>
<tr>
<td>1</td>
<td>Did not conclude the assignment at all.</td>
<td>Rarely provides useful ideas when participating in the group and in classroom discussion. May refuse to participate.</td>
</tr>
</tbody>
</table>

Notes:
Marketing Failures and Success
Four scenarios

Facebook representatives soliciting the elder senior citizen to sign up for Facebook accounts

Opening a local café that serve HOT coffee in Borrego Springs, California (use Google Map) for the summer ONLY.

Releasing an app to educate the older citizens how to change their diapers in aging Japan.

Paper boy is advertising the sports news on the street’s corner in downtown without using Facebook. Compared to the Facebook, will he receive more attention? If so, by how much?
Entrepreneurship Unit #2  
Lesson #4  
EDS Lesson Plan Template with ELL Modifications

| **Student:** | John O’Loughlin | **Cooperating Teacher:** |  
| **Lesson Title:** | For Better or For Worse | **Lesson Area:** | Ideal Location should be your Priority (business-friendly)  
| **Course:** | Business Education | **School Site:** | Helix Charter High School  
| **Date Submitted:** | 2017 | **Grade Levels:** | High School  
| **Date for Implementation:** | 2017 | **Description of Group:** | Whole Class  

**Standards:**

**National Business Education Association Standards:**  
Analyzing customer groups and develop a plan to identify, reach, and keep customers in a specific target market.

**California Common Core State Standards:**  
**CCSS.ELA-LITERACY.W.9-10.9**  
Draw evidence from literary or informational texts to support analysis, reflection, and research.

**California CTE Standards:**  
Standard CTE.MSS.FS.5.3 Use critical thinking skills to make informed decisions and solve problems.

**Content Objective:**

1. Students will read and examine the feasibility of its marketing idea(s)
2. Students will identify a marketing strategy that is an approach to pursue, or not.
3. Students will identify the best location to launch their business idea.

**Languages Objectives:**

**English:** The students shall write an informational text based on business-friendly environment.

**ASL:** Students shall utilize the business vocabulary as part of the discourse with students.

**Formative Assessment:** As observed by the educator, the students share their reflective thoughts based on lecturer’s presentation on the self-video reflection.

**Summative Assessment:** After the discussion, students shall illustrate a map of the location where their business idea could launch.

**Materials:**

1. Internet
2. PowerPoint Slides

**The Lesson**

**Launch:**

1. I will present the PowerPoint slides based on Choosing Your Business Location  
   a. Before I begin my presentation, I will ask the students why finding a right location does matter.  
   b. I will ask them to explain their rationales
i. Distance

ii. Convenience

iii. Etc.

c. If possible, ask them for their prior knowledge and experience

**Explore/Discussion:**

1. Educator explains that businesses depend on choosing the right location launch and expand, if possible
   
   d. Brand Image
   
   e. Competition
   
   f. Local Labor Market
      
      i. Urban, Suburban, and Rural
   
   g. Plan for Future Growth
   
   h. Proximity to Supplier
   
   i. Safety
   
   j. Accessibility
   
   k. Proximity to local businesses and services
   
   l. Foot traffic

2. Show PowerPoint slides that display the prosperity and failures that small businesses have had endured
   
   a. Detroit
   
   b. Los Angeles
   
   c. Washington, D.C.

3. We will launch a brief activity on why business-friendly locations are critical for the entrepreneurs.

4. Students will discuss where are the possible locations that best fits their business. They may illustrate or identify the location on the map.

**Closure:**

1. To close the lesson, I will follow up by asking them why finding the right location is important for their business.

2. Also, ask them why business-friendly is an eye-catching phase for the entrepreneurs.

3. To promote the healthy collaborative discourse, the students will work with their groups to correspond the questionnaires provided by the educator.

4. They will be assigned the homework:
   
   1. Two questions:
   2. What does ‘business-friendly’ meant to them?
   3. Why does many corporations moved out of California?
   4. Why many businesses moved to Mexico instead of remaining in the United States?

**Modifications:**

English/ASL supports, I will work with individual students to make sure that they can make the connection to their prior knowledge and experiences.

Cloze text if needed
The modifications are focus on two students who needed the modified assignments to write one idea instead of three ideas, so I have lowered the task requirements, yet still require their inputs to appreciate the rich academic experiences.
Unit 2: Lesson 4

_Ideal Location should be your Priority_

Goal
Students will determine the best location to launch their business idea

Standards

**National Business Education Association Standards:**
Analyzing customer groups and develop a plan to identify, reach, and keep customers in a specific target market.

**California Common Core State Standards:**
[CCSS.ELA-LITERACY.W.9-10.9](https://www.corestandards.org/). Draw evidence from literary or informational texts to support analysis, reflection, and research.

**California CTE Standards:**
Standard CTE.MSS.FS.5.3 **Use critical thinking skills to make informed decisions and solve problems.**

Task Overview
I will present the PowerPoint slides based on ‘Choosing Your Business Location’ that emphasize the matters of distance, convenience, competition, local labor market, future growth, proximity to supplier, safety, and accessibility. Students will share their perspective of why finding a location does matter to their business idea.

After the class discussion, the students will revisit the concept of why location does matter by viewing the economic climate and circumstances that occurred in Detroit, Los Angeles, and Washington, D.C. They may share their experience based on what they have noticed on the businesses that couldn’t thrive in their neighborhood (prior experience).

Student Work Product

- Classroom discussion
- Determining the location (Google Map) and justify its reasoning
- Generating the list of cities that are better places to launch the businesses

Student Prompt
This assignment has several parts:

They will investigate and gather data based on sources of where is some ideal places to launch the businesses.

Students will be assigned with a flipped-classroom homework that contains three questions: What does ‘business-friendly’ meant to them? Why does many businesses moved out of California? Why many businesses moved to Mexico instead of remaining in the United States?
Evaluation
1. Homework: Incorporating the business vocabulary
2. Video
3. Determine the location (Google Map)
4. Correct spelling and conventions
5. Submitted on time.

Rubric

<table>
<thead>
<tr>
<th>Score</th>
<th>Video Homework</th>
<th>Video: Purpose</th>
<th>Google Map</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Completed all of the questionnaires with use of business language</td>
<td>Establishes a purpose early on and maintains a clear focus throughout.</td>
<td>Every major point was adequately supported with relevant facts, statistics and/or examples.</td>
</tr>
<tr>
<td>2</td>
<td>Partly completed the questionnaires with several grammar conventions and spellings</td>
<td>Establishes a purpose early on and maintains focus for most of the presentation.</td>
<td>Every major point was supported with facts, statistics and/or examples, but the relevance of some was questionable.</td>
</tr>
<tr>
<td>1</td>
<td>Did not conclude the assignment at all.</td>
<td>It is difficult to figure out the purpose of the presentation.</td>
<td>Every point was not supported.</td>
</tr>
</tbody>
</table>

Notes:
UNIT 3
Entrepreneurship Unit #3
Lesson #1
EDS Lesson Plan Template with ELL Modifications

Student: John O’Loughlin
Lesson Title: Building Your Story
Course: Business Education
Date Submitted: 2017
Date for Implementation: 2017

Cooperating Teacher: [Name]
Lesson Area: Components of a Business Plan
School Site: Helix Charter High School
Grade Levels: High School
Description of Group: Whole Class

Standards:
National Business Education Association Standards:
Business Plans: Develop a business plan.
Management: Develop a management plan for an entrepreneurial venture.

California Common Core State Standards:
CCSS.ELA-LITERACY.W.9-10.2.D
Use precise language and domain-specific vocabulary to manage the complexity of the topic.

CCSS.ELA-LITERACY.WHST.9-10.2.A
Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

California CTE Standards:
CTE.MSS.B.B5.1 Understand the role and importance of entrepreneurship and the small business in the economy.

Content Objective:
1. Students will utilize the business template to organize and write the informational text accurately

Languages Objectives:
English: The students shall compose a brief reflection of how they assembled the informational text using classroom dictionary.

ASL: Students shall utilize the business vocabulary as part of their discussion such as executive summary, business vision, market, products, services, and strategy.

Formative Assessment: As observed by the educator, the students shall engage the discussion of how they could organize the informational texts into a proper business template format effectively.

Summative Assessment: After the discussion, students write several informal informational texts for their business template. They may share their immediate finding of placing the informational text at the correct places.
The Lesson

Launch:
1. I will introduce entire business plan template that entrepreneurs have developed in the past
   a. Great business plan
   b. Bad business plan
2. Then, I will show the students of what are the business objectives that they will need to investigate, inquiry, and compose for their upcoming project.
3. I will write a business idea on the whiteboard, then I will illustrate the graphic organizer using the business template as a guide
   a. For instance, a bubble that represents ‘marketing,’ I will come up with five marketing ideas that may draw my customers to purchase/utilize my product/service
      i. I will emphasize the students to utilize the business vocabulary as well as common language use. For example, marketing and selling.
   b. Then, I will model the students’ thoughts by writing their commentaries on the whiteboard.
4. Make an announcement that they will create a final product for the last unit of curriculum

Explore/Discussion:
1. Students will be given the activity that require their analytical skills to determine what are the informational texts belong to subheading titles.
   a. Executive Summary
   b. Business Vision
   c. Definition of the Market
   d. Description of Product or Services
   e. Marketing Strategy
5. Distinguishing the differences between the well-prepared business plans that minimize the possibility of failure.
6. Clarify that vague business plan doesn’t always generate the best likelihood of success.

Closure:
1. Follow up with the students:
   a. Why does business template helpful?
   b. Do you notice that business template provides the avenue that may trigger your ability to organize your creativity?
2. They will be assigned the homework:
   i. Two Business Plans/Ideas documents
      1. They will execute their take-away reflections on their self-video
2. They must make the comparison of why one of the business plan has succeed while the other doesn’t.
3. Rubrics will be provided

**Modifications:**
For the struggling students, it is critical to model students’ messages through ASL by writing. It builds the possibility of strengthen their confidence in their writing ability.
- Cloze text if needed
- Self-video if needed

Notes:
Goal
Students will utilize the business template to coordinate the informational text as part of their investigative works.

Standards
National Business Education Association Standards:
Business Plans: Develop a business plan.
Management: Develop a management plan for an entrepreneurial venture.

California Common Core State Standards:
CCSS.ELA-LITERACY.W.9-10.2.D
Use precise language and domain-specific vocabulary to manage the complexity of the topic.

CCSS.ELA-LITERACY.WHST.9-10.2.A
Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

California CTE Standards:
CTE.MSS.B.B5.1 Understand the role and importance of entrepreneurship and the small business in the economy.

Task Overview
I will introduce several business plan templates that entrepreneurs have developed in the past; great and bad business plans. During the course of discussion, I will show the students of what are the business objectives that they will need to investigate, inquiry, and compose for their upcoming project.

Given an example, I will write a business idea on a whiteboard, with the students’ inputs, then I will compose several key words such as marketing – students may suggest the ideas of what are the best strategies that would benefit the proposal. In that way, the students will be able to analyze the additional informational texts (that I will provide on the whiteboard) and determine where and what text belongs to specific subheading titles such as executive summary, business vision, definition of the market, description of product or services, and the use of marketing strategy. They will be able to organize their understanding by justifying their reasoning that they have placed on the template. It sets the foundation that students would be able to wholly assemble their ideas in a document so that it wouldn’t be as vague as it might be. To examine their comprehension, I will provide an additional handout for the students to work on independently with a minimal peer supports.
Lastly, I will introduce the final product that they will need to create for their business idea as part of the unit 3 requirements.

**Student Work Product**
Students will write their findings based on what they have learned about placing the informational text under the correct subheadings. Then, they will need to respond the questions such as 1) Why does business template helpful? 2) Do you notice that business template provides the channel hat may trigger your ability to effectively organize your creativity?

**Student Prompt**
This assignment has several parts:

Students will conclude their take-away self-video reflection based on the business template. As part of the video requirement, they will need to distinguish the differences of why business plan has succeeded while the other doesn’t.

**Evaluation**
1. Video: Take-Away Reflection (Rubric)
2. Correct spelling and conventions
3. Submitted on time.

**Rubric**

<table>
<thead>
<tr>
<th>Score</th>
<th>Group Work</th>
<th>ASL Video Clip</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>The partners clearly understood the template in-depth and presented their information convincingly.</td>
<td>Video has a clear and interesting purpose.</td>
</tr>
<tr>
<td>2</td>
<td>The partners seemed to understand the main points of the template and presented those with ease.</td>
<td>Video is interesting but purpose is somewhat unclear.</td>
</tr>
<tr>
<td>1</td>
<td>The team did not show an adequate understanding of the template.</td>
<td>Video is not very interesting and purpose is somewhat unclear.</td>
</tr>
</tbody>
</table>
I used my business plan, as a sample, that I have written for this curriculum, you may select any of business plan samples via Internet if you do not possess your own plan.

Lango Inc.
Business Plan

Notes:
**Entrepreneurship Unit #3**  
**Lesson #2**  
**EDS Lesson Plan Template with ELL Modifications**

<table>
<thead>
<tr>
<th><strong>Student:</strong> John O’Loughlin</th>
<th><strong>Cooperating Teacher:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lesson Title:</strong> Building Your Story</td>
<td><strong>Lesson Area:</strong> Becoming an Investigator</td>
</tr>
<tr>
<td><strong>Course:</strong> Business Education</td>
<td><strong>School Site:</strong> Helix Charter High School</td>
</tr>
<tr>
<td><strong>Date Submitted:</strong> 2017</td>
<td><strong>Grade Levels:</strong> High School</td>
</tr>
<tr>
<td><strong>Date for Implementation:</strong> 2017</td>
<td><strong>Description of Group:</strong> Whole Class</td>
</tr>
</tbody>
</table>

**Standards:**

**National Business Education Association Standards:**

**Economics:** Apply economic concepts when making decisions for an entrepreneurial venture.

**Business Plans:** Develop a business plan.

**California Common Core State Standards:**

**CCSS.ELA-LITERACY.WHST.9-10.2.A**
Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

**CCSS.ELA-LITERACY.WHST.9-10.5**
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.

California CTE Standards:

Standard CTE.MSS.FS.5.3 Use critical thinking skills to make informed decisions and solve problems.

**Content Objective:**

1. Students will identify the problems that the society has faced, and see the potential solutions to satisfy society’s need.
2. Students will analyze and categorize on a two column chart the problems and solutions
3. Students will identify the top three problems that may be solved with their business idea.

**Languages Objectives:**

English: The students shall compose at least three-sentences of the problem(s) and solution(s) that their business idea may present.

ASL: Students shall utilize the business language as part of their discussion such as timing, marketing, solutions, problem, economy, location, etc.

**Formative Assessment:** As observed by the educator, the students shall identify and determine the problems that their targets may face or lack.
**Summative Assessment:** After the introduction, students will present to the class the potential problems and solutions by displaying the information on the whiteboard and/or flip chart.

**Materials:**
1. Internet
2. PowerPoint
3. Markers
4. Whiteboard and/or flip chart

**The Lesson**

**Launch:**
1. I will compose two columns that stated, “Current problems” and “Potential solutions.”
2. Then, I will share several of the examples of the past problems that were solved with solutions.
3. I will write the answers under two columns on the whiteboard and/or flip chart, PROBLEM and SOLUTION.
   a. Based on the selected service/product, students may evaluate and share their reflective observations of what are the potential problems and solutions that their business idea may face.
   b. I will model their remarks by writing on the whiteboard.

**Explore/Discussion:**
1. Students will be given the activity that require their critical thinking and investigative skills to determine what are the basic needs that their targets may need.
2. The students will identify the problems that their community may face then they will develop on the whiteboard and/or flip chart that contains the questions such as:
   a. Step 1: Explore and understand the current situation
      i. What is the basic need?
      ii. What is the desired outcome?
      iii. Who stands to benefit and why?
   b. Step 2: Explain the Need
      i. How will you ensure that a solution is implemented?
      ii. “The problem that we are trying to solve is: ____________.
   c. Step 3: Ask yourself
      i. Why is that a problem?
      ii. Why is that a problem?
      iii. Why is that a problem?
      iv. Given the problems, what is the opportunity?
3. If they haven’t had a chance to complete their task on whiteboard and/or flip chart nor determining the problem, they may continue complete the project.

**Closure:**
1. Based on this lesson, why do you think it is important to write the essay about your business’ potential solutions to the viable problems?
1. They will present their solutions and problems in the front of class.
2. They will explain their rationale for selecting the problems and solutions as part of their business plan development.
3. They will be assigned the homework if incomplete.
4. Source:
   a. [https://www.entrepreneur.com/article/237668](https://www.entrepreneur.com/article/237668)
   b. [https://hbr.org/2012/09/are-you-solving-the-right-problem](https://hbr.org/2012/09/are-you-solving-the-right-problem)

**Modifications:**
English/ASL supports, I will work with individual students to make sure that they can make the connection to their prior knowledge and experiences.
   - Cloze text if needed
   - Self-video if needed

**Notes:**
Unit 3: Lesson 2

Becoming an Investigator

Goals
Students shall determine the problems that the society has faced, and then they shall identify and explore the potential solutions to satisfy society’s need. Students shall analyze and categorize two columns of the problems and solutions as part of their business plan development. Lastly, students should select the top three problems that may be solved with their business idea.

Standards
National Business Education Association Standards:
Economics: Apply economic concepts when making decisions for an entrepreneurial venture.
Business Plans: Develop a business plan.

California Common Core State Standards:
CCSS.ELA-LITERACY.WHST.9-10.2.A
Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

CCSS.ELA-LITERACY.WHST.9-10.5
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.

California CTE Standards:
CTE.MSS.B.B1.1 Analyze the characteristics of successful entrepreneurs.
Standard CTE.MSS.FS.5.3 Use critical thinking skills to make informed decisions and solve problems.

Task Overview
Students will see two columns that stated, “Current Problems” and “Potential Solutions” on the whiteboard based on their selected business idea. Given their business idea, I will discuss with the students individually to present the possible answers for both sections. In that way, students should be able to evaluate and share their reflective thoughts of what are the potential problems and solutions that their business idea may face.

They will need to investigate what are the basic needs that their customers may need. When they were able to identify the problem with a possible solution for their client, then they will need to write their papers (or, create a video) based on the following questions (attached). After the conclusion of the activity, they will elect the top three problems that may be solved by a potential solution on a whiteboard and/or flip chart for the classroom presentation.

Student Work Product
Students will identify the three main problems that their product/service may provide the solution that solve the problems for the customers using whiteboard and/or flip chart for the PPT presentation.

**Student Prompt**
This assignment has several parts:

PPT presentation, two columns that highlight the problems and solutions.

**Homework: Summary**

**Evaluation**
1. Presentation
2. Use of business language
3. Outlined their findings via homework
4. Continue working on the dictionary
5. Correct spelling and conventions
6. Submitted on time.

**Rubric**

<table>
<thead>
<tr>
<th>Score</th>
<th>Summary</th>
<th>Presentation</th>
<th>Outline</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Detailed draft is neatly presented and includes all required information such as three problems and three solutions.</td>
<td>Signs clearly and distinctly all (100-95%) the time, and miscommunicate no signs. PowerPoint is detailed and clear.</td>
<td>Outlines are neat, accurate and add to the reader's understanding of the topic.</td>
</tr>
<tr>
<td>2</td>
<td>Draft includes most required information and is legible. One problem/solution is missing.</td>
<td>Sign clearly and distinctly most (94-85%) of the time. Miscommunicate no more than one sign. PowerPoint is mostly clear.</td>
<td>Outlines are neat and accurate and sometimes add to the reader's understanding of the topic.</td>
</tr>
<tr>
<td>1</td>
<td>Draft is missing required information such as more than two identified problems.</td>
<td>Often signed sloppily or cannot be understood OR mispronounces more than one sign. PowerPoint is NOT completed.</td>
<td>Outlines are not accurate OR do not add to the reader's understanding of the topic.</td>
</tr>
</tbody>
</table>

**Notes:**
Entrepreneurship Unit #3  
Lesson #3  
EDS Lesson Plan Template with ELL Modifications

<table>
<thead>
<tr>
<th>Student: John O’Loughlin</th>
<th>Cooperating Teacher:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Title: Building Your Story</td>
<td>Lesson Area: Creating your Business Vision</td>
</tr>
<tr>
<td>Course: Business Education</td>
<td>School Site: Helix Charter High School</td>
</tr>
<tr>
<td>Date Submitted: 2017</td>
<td>Grade Levels: High School</td>
</tr>
<tr>
<td>Date for Implementation: 2017</td>
<td>Description of Group: Whole Class</td>
</tr>
</tbody>
</table>

Standards:
National Business Education Association Standards:
Management: Develop a management plan for an entrepreneurial venture.
Business Plans: Develop a business plan.

California Common Core State Standards:
CCSS.ELA-LITERACY.W.9-10.9
Draw evidence from literary or informational texts to support analysis, reflection, and research.

California CTE Standards
CTE.MSS.B.B2.1 Understand the reasons a small business develops a business plan.
CTE.MSS.FS.9.1 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings.

Content Objective:
1. Students will read and examine the business vision(s)
2. Students will create their own business vision for their business proposal.

Languages Objectives:
English: The students shall write a summary of their business vision.

ASL: Students shall utilize the business vocabulary as part of their discussion such as business vision.

Formative Assessment: As observed by the educator, the students shall share their reflective thoughts based on lecturer’s presentation.

Summative Assessment: After the lecture, students shall will write their business vision to the class that corresponds with products or services that their business provides

Materials:
1. Flip-Classroom Video

The Lesson
Launch:
1. I will introduce the concept of writing business vision
   a. Elaborate the importance of keeping it succinct
   b. Business vision should be a clear focus of what students aim to pursue based on their aspiration and personal goals for their enterprise.
2. Then, I will ask students to recall what they have remembered from the first unit
a. Modern inventions
b. Successful and failed products

3. After students’ discussion, I will ask them to read their business vision and discuss on how they were aligned to their goals.

**Explore/Discussion:**
1. Students will provide the input for their business visions
2. After students’ discussion, I will inform them that they will develop two products or services that will address the problems that align to their business vision strategically.
3. Based on two business visions, the students will compare:
   a. The questions that I will ask students as part of hand-on approach that promote the authenticity of its development in their project
      i. What differences between ___ and ____ stand out to you?
      ii. Why does ___ never seem to ____?
      iii. How does ____ impact ___?
      iv. How does ____ work?
      v. What is most important about?
      vi. When ____, why does ____?
      vii. What is most simple/complex about ______?
      viii. What is the potential weakness?

**Closure:**
1. We will discuss and reflect on what business vision really is.
2. They will be assigned the homework:
   a. Find three more business visions by using the Internet
      i. Review their products and find out whether if it matches or not

**Modifications:**
English/ASL supports, I will work with individual students to make sure that they can make the connection to their prior knowledge and experiences.
   Cloze text if needed
   Self-video if needed

Notes:
Unit 3: Lesson 3

Creating your Business Vision

Goals
Students will create their own business vision for their business proposal.

Standards
National Business Education Association Standards:
Management: Develop a management plan for an entrepreneurial venture.
Business Plans: Develop a business plan.

California Common Core State Standards:
CCSS.ELA-LITERACY.W.9-10.9
Draw evidence from literary or informational texts to support analysis, reflection, and research.
California CTE Standards
CTE.MSS.B.B2.1 Understand the reasons a small business develops a business plan.
CTE.MSS.FS.9.1 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings.

Task Overview
I will introduce the concept of writing a business vision that I will elaborate the importance of keeping it succinct. I will show the business vision samples (great versus poor visions) for students to observe. Students will be given the opportunity to analyze their prior works such as knowing their three problems and a solution for their business idea and to brainstorm what are the possible business vision that fits their long-term focus. The students will brainstorm the ideas through writing on the whiteboard or creating an ASL video for them to revisit and revise.

While working on creating their business vision, I will supply the cloze text for the struggling writers that help them to narrow down their thoughts (see lesson plan).

Lastly, they will be assigned to find three business visions (well known corporations such as Cola Coke) and compare their vision to their product before writing about it.

Student Work Product
Students will create a business vision.

Student Prompt
Students shall utilize cloze text to create a business vision if needed.
Students shall write a brief business vision for their business idea after assessing their prior works.
They will be given the assignment to find three business visions and provide a review via writing. (see attachment)

Evaluation

1. Use of business language
2. Creating a business vision
3. Homework: Giving a review
4. Correct spelling and conventions
5. Submitted on time.

<table>
<thead>
<tr>
<th>Score</th>
<th>Business Vision</th>
<th>Homework</th>
<th>Homework</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>The business vision provides a clear, strong statement of the author's plan on the idea.</td>
<td>All of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.</td>
<td>100% Completed</td>
</tr>
<tr>
<td>2</td>
<td>A business vision is present, but does not make the author's position clear.</td>
<td>At least one of the pieces of evidence and examples is relevant and has an explanation that shows how that piece of evidence supports the author's position.</td>
<td>Completed, but need improvements.</td>
</tr>
<tr>
<td>1</td>
<td>There is no business vision.</td>
<td>Evidence and examples are NOT relevant AND/OR are not explained.</td>
<td>None</td>
</tr>
</tbody>
</table>

Notes:
Homework
Giving a Review

1. Identify the company:

2. Identify the company’s business vision:

3. Identify the top three products/services that company offers:

4. Provide a review:
   a. Does the business vision align to their product?
   b. If so, why?
   c. If not, why not?

5. If you have any suggestion to improve their business vision, please share your perspective.
Entrepreneurship Unit #3  
Lesson #4  
EDS Lesson Plan Template with ELL Modifications

<table>
<thead>
<tr>
<th>Student: John O’Loughlin</th>
<th>Cooperating Teacher:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Title: Building Your Story</td>
<td>Lesson Area: Strengthen your Network</td>
</tr>
<tr>
<td>Course: Business Education</td>
<td>School Site: Helix Charter High School</td>
</tr>
<tr>
<td>Date Submitted: 2017</td>
<td>Grade Levels: High School</td>
</tr>
<tr>
<td>Date for Implementation: 2017</td>
<td>Description of Group: Whole Class</td>
</tr>
</tbody>
</table>

Standards:
National Business Education Association Standards:
Marketing: Analyzing customer groups and develop a plan to identify, reach, and keep customers in a specific target market.
Business Plans: Develop a business plan.

California Common Core State Standards:
CCSS.ELA-LITERACY.W.9-10.1.E Provide a concluding statement or section that follows from and supports the argument presented.

California CTE Standards:

CTE.MSS.D.D3.3 Research consumers’ needs and wants to develop, maintain, and improve a product or service.

Content Objective:
1. Students shall utilize the evidence to determine the consumers’ needs.
2. Given the evidence, students shall present their rationales that their consumers are ideal niche market for their products/services.

Languages Objectives:
English: The students shall write the consumer base needs and wants based on the evidence that they identified.

ASL: Students shall utilize the business language as part of the classroom discussion. The following target vocabulary: entrepreneurship, consumers, and marketing.

Formative Assessment: As observed by the educator, students shall produce some critical-thinking questions to their peers based on their marketing decisions that they may determine.

Summative Assessment: After the discussion, students illustrate the graphic organizer of who are their niche markets.

Materials:

The Lesson
Launch:
1. Then, I will review the historical events that entrepreneurs have enjoyed in the past
   a. Marketing targets
1. Boston restaurants
   
   a. Why did businessman need Boston restaurants? (evidence)
   b. Why are they important to his business? (evidence)
   c. Is it possible for Mr. Frost to select another target to expand the marketing base?
   d. Based on what evidence does Mr. Frost offer to justify that Boston restaurants were ideal niche target?

2. After students’ discussion, I will inform them that they will determine the niche markets that are likely to purchase or acquire their products/services

**Explore/Discussion:**

1. I will review students’ targets.
2. Students will provide the inputs for their items whether if it is viable products to sell and solve their targeted problems.
3. After students’ reflections, I will write several questions on the whiteboard for the students to contemplate critically.
4. The questions that I will ask students as part of hand-off approach that promote the authenticity of its development in their project.
   a. Who are they?
   b. Why will they need your product/services?
   c. What are their actual needs?
   d. What is niche marketing opportunity?
   e. What is the potential threat(s)?

3. Introduce ‘Marketing Sample’ strategies for the students to work on.
   a. The students will conduct their marketing sample based on their business idea on school site. They will be required to survey at least 25 participants.
   b. After the sampling, the students will analyze the result.

**Closure:**

1. I will ask them to explain what is marketing sample and why it is important for their business.

**Modifications:**

English/ASL supports, I will work with individual students to make sure that they can make the connection to their prior knowledge and experiences.

- Cloze text if needed
- Self-video if needed

Notes:
Unit 3: Lesson 4
Strengthen Your Relationship with the Consumer Bases

Goals
Students shall utilize the evidence to determine the consumers’ needs while presenting their rationales that their niche targets are ideal for their products/services.

Standards
National Business Education Association Standards:
Marketing: Analyzing customer groups and develop a plan to identify, reach, and keep customers in a specific target market.
Business Plans: Develop a business plan.

California Common Core State Standards:
CCSS.ELA-LITERACY.W.9-10.1.E
Provide a concluding statement or section that follows from and supports the argument presented.

California CTE Standards:
CTE.MSS.D.D3.3 Research consumers’ needs and wants to develop, maintain, and improve a product or service.

Task Overview
I intend to review Mr. Frost’s business achievements based on his niche markets and discuss the importance of his decision that impacts his business growth. We will evaluate on Boston restaurants to better understand why they are ideal marketing target to begin with. Then, the students will supply their perspectives of his work.

The students will be paired with partner to analyze and organize the worksheet to identify the ideal niche markets. The students will provide each other whether if their product will serve their consumers effectively with a series of questions that will be handed out in the class.

Student Work Product
Students will identify the marketing targets.

Student Prompt
Students will work with a partner to discuss the ideal marketing targets that they intend to pursue. They will be given the worksheet to response the questions (see attached) before finalizing their findings. While working on their findings, they are required to cite the sources.

Evaluation
1. Identifying the Marketing targets worksheet
2. Grammar convention and spelling
3. Submitted on time
<table>
<thead>
<tr>
<th>Score</th>
<th>Marketing targets</th>
<th>Homework</th>
<th>Homework</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>The Marketing targets provide a clear, strong statement of the author's plan on the idea.</td>
<td>All of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.</td>
<td>100% Completed</td>
</tr>
<tr>
<td>2</td>
<td>A Marketing target is present, but does not make the author's position clear.</td>
<td>At least one of the pieces of evidence and examples is relevant and has an explanation that shows how that piece of evidence supports the author's position.</td>
<td>Completed, but need improvements.</td>
</tr>
<tr>
<td>1</td>
<td>There is no Marketing target.</td>
<td>Evidence and examples are NOT relevant AND/OR are not explained.</td>
<td>None</td>
</tr>
</tbody>
</table>

Notes:
Worksheet #5
Marketing Targets

YOUR BUSINESS NAME:
1. Who are your customers?

2. Why will they need your product/services?

3. What are their actual needs?

4. What are the potential threats?

Worksheet #5 Modified
Marketing Targets

YOUR BUSINESS NAME:
1. Who are your customers?

2. Where do they live?

3. Why do they need your product/service?

4. YOUR TURN: You will need to ask 25 friends/relatives to find out if they like your business idea

Yes, I love this business idea:

Maybe, it needs some improvement:

No, I do not like the business idea:
Entrepreneurship Unit #3  
Lesson #5  
EDS Lesson Plan Template with ELL Modifications

<table>
<thead>
<tr>
<th>Student: John O’Loughlin</th>
<th>Cooperating Teacher:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Title: Building Your Story Strategies</td>
<td>Lesson Area: Evaluating Marketing</td>
</tr>
<tr>
<td>Course: Business Education</td>
<td>School Site: Helix Charter High School</td>
</tr>
<tr>
<td>Date Submitted: 2017</td>
<td>Grade Levels: High School</td>
</tr>
<tr>
<td>Date for Implementation: 2017</td>
<td>Description of Group: Whole Class</td>
</tr>
</tbody>
</table>

Standards:
National Business Education Association Standards:
Marketing: Analyzing customer groups and develop a plan to identify, reach, and keep customers in a specific target market.
Business Plans: Develop a business plan.

California Common Core State Standards:
CCSS.ELA-LITERACY.SL.9-10.1.B
Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

California Visual Arts Content Standards
2.5 Create an expressive composition, focusing on dominance and subordination

California CTE Standards:
CTE.MSS.D.D.3.0 Students understand how to access and use marketing information to enhance sales opportunities and activities:

Content Objective:
1. Students will explain their findings based on their marketing sampling results whether if they need/want their services/products.

Languages Objectives:
English: Utilizing the target word bank such as promotion, price, place, and product as part of their writing activities.

ASL: Students shall practice their persuasive marketing pitches with their peers as part of their marketing sample project.

Formative Assessment: Students must determine what marketing sampling strategy they will utilize.

Summative Assessment: After deciding their marketing strategy, they must execute the sampling project of up to 25 individuals.

Materials:
The Lesson

Launch:
1. I will begin the discussion regarding the historical events that entrepreneurs have enjoyed in the past
   a. Marketing strategy
   b. Marketing sampling
2. Place the 4 P’s of Marketing on the board
   a. Product, Place, Price, and Promotion
      i. Writing down the 4-squared chart using the 4 P’s.
      ii. Utilizing Mr. Frost’s marketing strategy as an example
         1. Logo
         2. Niche targets
3. After students’ discussion, I will inform them that they will examine their marketing sample as part of their homework
   a. They are required to find 25 individuals to respond their questions whether if they will or will not purchase the products/services
   b. They are required to determine the deadline to conclude their marketing sample

Explore/Discussion:
1. I will review students’ marketing targets
2. Students will provide the inputs for their items whether if it is ideal targets to pursuit.
   a. 4 P’s of Marketing on the board
   b. Evaluating their market targets
3. I will provide the marketing strategy options
4. Have students think about specific marketing plan
5. Students can work in pairs and identify what these terms mean in relation to the product.
6. They may review the PowerPoint, while allowing the students to share their ideas

Closure:
5. After the survey, we will review the marketing sampling and determine the measurement whether if clients would purchase/utilize their product/service.
   a. To measure, we will calculate the percentage of votes that individuals shared with the surveyors.
6. They will be assigned the homework:
   a. Illustrate three brand logos using two different colors for their business plan

Modifications:
English/ASL supports, complete their 4 P’s of Marketing for their business plan.
   - Cloze text if needed
   - Self-video if needed
Goals
Students will explain their findings based on their market sampling results whether if they need/want their services/products.

Standards
National Business Education Association Standards:
Marketing: Analyzing customer groups and develop a plan to identify, reach, and keep customers in a specific target market.
Business Plans: Develop a business plan.

California Common Core State Standards:
CCSS.ELA-LITERACY.SL.9-10.1.B
Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

California Visual Arts Content Standards:
2.5 Create an expressive composition, focusing on dominance and subordination

California CTE Standards:
CTE.MSS.D.D.3.0 Students understand how to access and use marketing information to enhance sales opportunities and activities:

Task Overview
I will provide PowerPoint slides to discuss market sampling, marketing strategy and 4 P’s of Marketing (see the lesson). We will write three/four squared charts using 4 P’s. Then, I will review students’ marketing targets as they will suggest the highlights for their 4 P’s chart. I will have the students to summarize their 4 P’s and develop a specific marketing plan for the sampling purpose.

They will initiate the sampling and determine the measurement whether if clients would purchase/utilize their product/service. To measure, the students will calculate the percentage of votes that voters shared with the students. Lastly, they will illustrate the brand logos for their business.

Student Work Product
4 P’s of Marketing chart
Marketing Sample results
Logo brand logos

Student Prompt
They will need to identify and complete the 4 P’s chart
They will initiate the sampling and determine the measurement whether if clients would purchase/utilize their product/service. To measure, the students will calculate the
percentage of votes that voters shared with the students. Students will need to summarize the result via writing.

**Evaluation**
1. Brand logo illustrations
2. 4 P’s Chart
3. Students’ Sampling
4. Grammar convention and spelling
5. Submitted on time

**Rubric**

<table>
<thead>
<tr>
<th>Score</th>
<th>Brand Logo</th>
<th>Chart</th>
<th>Market Sampling</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Drawing is expressive and detailed. Shapes, patterns, shading and/or texture are used to add interest to the painting.</td>
<td>The poster includes all required elements as well as additional information.</td>
<td>100% Completed</td>
</tr>
<tr>
<td>2</td>
<td>Drawing has few details. It is primarily representational with very little use of pattern, shading or texture.</td>
<td>All required elements are included on the poster.</td>
<td>Completed, but needs work.</td>
</tr>
<tr>
<td>1</td>
<td>The drawing lacks almost all detail OR it is unclear what the drawing is intended to be.</td>
<td>All but 1 of the required elements are included on the poster.</td>
<td>None</td>
</tr>
</tbody>
</table>

Notes:
Student: John O’Loughlin  
Lesson Title: Building Your Story  
Course: Business Education  
Date Submitted: 2017  
Date for Implementation: 2017  
Cooperating Teacher:  
Lesson Area: Examining your SWOT  
School Site: Helix Charter High School  
Grade Levels: High School  
Description of Group: Whole Class

Standards:  
National Business Education Association Standards:  
Business Plans: Develop a business plan.

California Common Core State Standards:  
CCSS.ELA-LITERACY.W.9-10.2  
Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

California CTE Standards:  
CTE.HTR.FS.5.3 Use critical thinking skills to make informed decisions and solve problems.  
CTE.HTR.FS.5.1 Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks.

Content Objective:  
1. Students will explain the importance of conducting a SWOT (Strength/Weakness/Opportunities/threats) analysis as an integral component in planning a business.

Languages Objectives:  
English: The students shall determine the text findings that they have found throughout their work.  
ASL: Students are required to know the following terms: Strength, Weakness, Opportunity, and Threat.

Formative Assessment: As observed by the educator, students will take note of the video clip and discuss their findings based on their work for their SWOT analysis.

Summative Assessment: After the gathering the key points in their business plan, students shall compose some brief written points while executing the ASL video of their SWOT.

Materials:  
The Lesson  
Launch:  
1. Why write SWOT?  
   a. YouTube video
b. It is probably the only thing the reader will read.
   i. It provides the platform for the community and investors to comprehend the assessment.

c. It should contain the following information
   i. Strength
   ii. Weakness
   iii. Opportunity
   iv. Threat

d. It should be unique.

Explore/Discussion:
1. I will ask my students what the video were trying to send a message. I will ask the student to identify SWOT analysis based on the video.
   a. Students will share their opinion about the SWOT analysis
      i. Ask them, how does that relevant to their business plan?
      ii. If any, is it possible for them to come up with several highlights regarding to the SWOT analysis for their plan?
   b. Then, ask them how video has send the message as if the presenter has prepared their SWOT analysis.
      i. Making the connections to their prior work.
      ii. Ask them if they were able to evaluate their idea using SWOT analysis?
      iii. Teach them the meanings of SWOT individually
2. Students begin working on their SWOT analysis, with a partner, by identifying the main points that it may presents.
   a. I will encourage the students to investigate their prior works that they have completed and identify the possible measurements for their SWOT analysis as part of their ability to assess their content.

Closure:
1. What did you learn about your business idea based on your SWOT?
2. What is your final thoughts? Do you feel that you need to improve your business plan based on your SWOT analysis?

Modifications:
English/ASL supports, I will work with individual students to make sure that they can make the connection from their business idea to complete their SWOT. If not, they may complete Strength and Weakness sections instead of completing four sections.
   Cloze text if needed
   - Self-video if needed

Unit 3: Lesson 6

SWOT

Goals
Students will explain the importance of conducting a SWOT (Strength/Weakness/Opportunities/threats) analysis as an integral component in planning a business.

Standards
National Business Education Association Standards:

Business Plans: Develop a business plan.

California Common Core State Standards:

CCSS.ELA-LITERACY.W.9-10.2
Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

California CTE Standards:

CTE.HTR.FS.5.3 Use critical thinking skills to make informed decisions and solve problems.

CTE.HTR.FS.5.1 Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks.

Task Overview
The students will describe what the video were trying to send a message before identifying the SWOT analysis based on the video. They will produce the evidence, based on the video, as part of their writing activity. The students should consider the questions such as making the connections to their business idea as to measure their prior findings. Finally, they will need to discuss with their classmates if their SWOT analysis is sensible or not.

Student Work Product
SWOT

Student Prompt
They will need to analyze and identify four key roles for their SWOT. They will discuss with the class whether if it is sensible or not.

Evaluation
1. Discussion
2. Completion of SWOT
3. Grammar convention and spelling
4. Submitted on time
<table>
<thead>
<tr>
<th>Rubric</th>
<th>Score</th>
<th>Class Discussion</th>
<th>Grammar and Spelling</th>
<th>SWOT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3</td>
<td>Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together.</td>
<td>Writer makes no errors in grammar or spelling that distract the reader from the content.</td>
<td>The poster includes all required elements as well as additional information.</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Usually listens to, shares with, and supports the efforts of others. Does not cause &quot;waves&quot; in the group.</td>
<td>Writer makes 1-2 errors in grammar or spelling that distract the reader from the content.</td>
<td>All required elements are included on the poster.</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team member.</td>
<td>Writer makes more than 4 errors in grammar or spelling that distract the reader from the content.</td>
<td>All but 1 of the required elements are included on the poster.</td>
</tr>
</tbody>
</table>

Notes:
Entrepreneurship Unit #3  
Lesson #7  
EDS Lesson Plan Template with ELL Modifications

Student: John O’Loughlin
Lesson Title: Building Your Story  
Persuasive Presentation
Course: Business Education
Date Submitted: 2017
Date for Implementation: 2017

Cooperating Teacher:  
Lesson Area: Executive Summary &
School Site: Helix Charter High School
Grade Levels: High School
Description of Group: Whole Class

Standards:
National Business Education Association Standards:
Business Plans: Develop a business plan.

California Common Core State Standards:
CCSS.ELA-LITERACY.SL.9-10.4
Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

California CTE Standards:
CTE.MSS.FS.9.3 Understand how to organize and structure work individually and in teams for effective performance and attainment of goals.

Content Objective:
1. Students will write and sign their executive summary of their business plan bilingually.
2. Students will assemble their past work on their task for the upcoming presentation with community members.

Languages Objectives:
English: The students shall compose a summary that convey complex ideas and concepts of the business idea. Then, they will edit any remaining summaries for the upcoming showcase.

ASL: Students shall translate ‘executive summary’ into #EXECUTIVE Summary to advance their use of fingerspelling as part of their discourse. Then, they will present a presentation about their business plan.

Formative Assessment: As observed by the educator, the students shall identify the main points of the marketing, consumers, vision, products, and community desires.

Summative Assessment: Final Presentation Product

Materials:
The Lesson
Launch:
1. Why write executive summary?
   a. It is probably the only thing the reader will read.
b. It should contain the following information
   i. Company Description summary
   ii. The problem
   iii. Your solution
   iv. Why now

c. It should be unique.

Explore/Discussion:
1. Students will provide the inputs for their works
   a. I will show them how to write a brief executive summary
      i. That highlights the entire of the progressions that they have made thus far.
      ii. Handout will be passed out.

2. Writing an executive summary individually
   a. Present their executive summary to their peers for the further feedbacks and suggestions.

3. After the conclusion of writing task, they may assemble their works on the flipchart/PPT for the upcoming presentation.
   a. Business community should be cordially invited.
   b. Business pitch event

Closure:
1. They will present their business idea to the panelists.
2. They will showcase their work and findings based on their business proposal
3. They will utilize the persuasive tactics to convince the would-be investors.

Modifications:
English/ASL supports, I will work with individual students to make sure they can comfortably present their PowerPoint presentation in the front of class with language supports (remembering the specific vocabulary, etc.)

Notes:
Unit 3: Lesson 7
Executive Summary & Persuasive Presentation

Goals
Students will write and sign their executive summary of their business plan bilingually. Students will assemble their past work on their PPT for the upcoming presentation with community members.

Standards

National Business Education Association Standards:
*Business Plans:* Develop a business plan.

California Common Core State Standards:
*CCSS.ELA-LITERACY.SL.9-10.4* Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

California CTE Standards:
*CTE.MSS.FS.9.3* Understand how to organize and structure work individually and in teams for effective performance and attainment of goals.
*CTE.MSS.FS.11.0* Demonstration and Application
*CTE.MSS.FS.9.5* Understand how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.

Task Overview
It is a last lesson of the unit, students will need to create an executive summary that highlights the entire of the progressions that they have made thus far. To summarize the executive summary, students will need to highlight the vision of their company, identify the problem/solution, and why it is imperative for their product to be launched. It is a critical element that will be used for business pitch.

After the completion of their executive summary, the students shall assemble their prior works together on a PPT for the upcoming business presentation. They shall utilize their ability to persuade the community that their product is effective and meet the consumers’ need. The panelists may provide the feedback if applicable.

Student Work Product
- Executive Summary
- Final PowerPoint
- Business Pitch Event

Student Prompt
Complete their executive summary through writing activity.
Assemble their prior assignments together on one PPT for the presentation.

Business Pitch

**Evaluation**
1. Persuasive Presentation
2. Executive Summary
3. Grammar convention and spelling
4. Sources
5. Submitted on time

**Rubric**

<table>
<thead>
<tr>
<th>Score</th>
<th>Persuasive Presentation</th>
<th>Grammar Convention &amp; Spelling</th>
<th>Source</th>
<th>Executive Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Student is completely prepared and has obviously rehearsed.</td>
<td>Writer makes no errors in grammar or spelling that distract the reader from the content.</td>
<td>All sources used for quotes and facts are credible and cited correctly.</td>
<td>The summary is strong and leaves the reader with a feeling that they understand what the writer is &quot;getting at.&quot;</td>
</tr>
<tr>
<td>2</td>
<td>Student seems pretty prepared but might have needed a couple more rehearsals.</td>
<td>Writer makes 1-2 errors in grammar or spelling that distract the reader from the content.</td>
<td>Most sources used for quotes and facts are credible and cited correctly.</td>
<td>The summary is recognizable and ties up almost all the loose ends.</td>
</tr>
<tr>
<td>1</td>
<td>Student does not seem at all prepared to present.</td>
<td>Writer makes more than 4 errors in grammar or spelling that distract the reader from the content.</td>
<td>Many sources used for quotes and facts are less than credible (suspect) and/or are not cited correctly.</td>
<td>The summary is recognizable, but does not tie up several loose ends.</td>
</tr>
</tbody>
</table>

**Notes:**
Appendix B: Classroom and Students’ Artifacts

PowerPoint: Unit #1, Lesson #1

Business Vocabulary Words to Learn
- self/enter
- customer
- consumer
- resource
- strong/weak
- wealth
- inventor
- entrepreneur

A Simple Activity

What are the inventions?
- why are they critical to our society today?
- why
derby:
- ours
- theirs
- diced
- sandy
- book

Class Discussion/Questions/Writings
- what made this possible and why?
- why
can this be
- what
- why
- done
- use
- purpose

Why business is important?

LECTURE
- people must have need
- what
- want
- to
- make

References
- Inventors, San Francisco - CA
- Clark, Denver, Austin - TX
- Roberts, Austin - TX
- Apple, Menlo Park, CA
- Nokia, San Diego - CA
- Dead Coffee Co., San Diego - CA
- Dead Inside Home, San Diego - CA
Unit 1, Lesson #1:

Baghdad's Restaurant

- People will learn to cook
- New food things
- Old things, close, we see
- Drink and table
- Fresh restaurant
- 2 floors for restaurant
- Near home

Homework

- Makeup
  - Makeovers
  - Makeup
  - We are thankful for the makeup shop
  - We love it
  - We buy, we love it
- Dance
- Pretty woman
- Flowers
- We bought flowers
- We want to buy flowers
- To make a necklace
- To make a dress
- Flower necklace
CREATE A POWERPOINT

1. What is your product?
2. Who is an inventor?
3. Why did she create the product?
4. Who is their marketing target?
5. Where did it begin?
6. Why is it important to the customers and the community?
7. Fun facts

- [you will need to cite the sources]

HOMEWORK

- Complete your PowerPoint slides
- After the completion of your PowerPoint, you will provide a class presentation about your product.
Unit 1, Lesson #2/3 Artifacts:

Group 1:

1. **What is a product?**
   - The bicycle.
   - The bicycle has two wheels, two pedals, and one seat. The bicycle was first invented in the 1810s.

2. **What is a problem?**
   - First horse so people went ride but the horse was sick and died. People were going to make the bicycle.

3. **Who is an inventor?**
   - The invention of bicycles began in France. The bicycle was first invented in 1810. A Frenchman, Michel Bricard, is given credit for inventing the bicycle.
   - The first bicycle was made of wood and had two wheels. The pedals were connected to a system that moved the bicycle.

4. **Why did he create the product?**
   - The bicycle was created for transport and exercise.

5. **What is the bike?**
   - If you buy a bike, the bicycle will be fun. If you buy a bike, you will need to use the bicycle.

6. **Why is it important to the customers and the community?**
   - People use bicycles for transportation exercise. People enjoy riding them. Biking instead of driving can reduce pollution. It's cheaper, too!

7. **Who are their marketing targets?**
   - Children and adults.

8. **Why is the bike?**
   - If you buy a bike, the bicycle will be fun. If you buy a bike, you will need to use the bicycle.

9. **Fun facts?**
   - There are over one billion bicycles found throughout the world. Tandem bicycles are meant to be ridden by two or more people. A list of people race bikes. The Tour De France is a very famous race in France.

10. **Reference Error**
    - Reference Error. Reference Error.

11. **Reference Error**
    - Reference Error. Reference Error.

12. **Reference Error**
    - Reference Error. Reference Error.

13. **Reference Error**
    - Reference Error. Reference Error.

14. **Reference Error**
    - Reference Error. Reference Error.

15. **Reference Error**
    - Reference Error. Reference Error.

16. **This picture was during late 19th century.**

17. **This wooden bicycle was made in 1965, but was copied from 1493.**

18. **Reference Error**
    - Reference Error. Reference Error.
Group 2:

Airplane
Aleena Coda and Hiba Al-Saeedi

What is your product?

Where it all happened
Wilbur and Orville Wright made four brief flights at Kitty Hawk

When it all began
On December 17, 1903

Why I like Airplanes
I enjoy airplanes. I want to travel in the future. I traveled to Lebanon from Iraq, then to America on an airplane when I was 15 years old. I hope to travel more in my life. I really like to fly. I like to travel to many places.

I like airplanes because I flew to America from Iraq.

Inventors of the Airplane
Two brothers, Wilbur and Orville Wright, successfully made and tested an airplane on December 17, 1903.

Problems
Before airplanes, people had to walk, drive, or take the train. It was slow.

Airplanes are good because people and things can be transported quickly.

References
3. "People flying in airplanes."
5. "People flying in airplanes.
Worksheet #1
Wearing your entrepreneurs' gloves (skills)

1. What is your product? Telephone.

2. Who is the inventor? Alexander Graham Bell.

3. Why is it important for our society (everybody that live in a community)?
   People don't have a telephone. People must meet other people.

4. With your modern invention, what are the possible historical impacts that may address the problem? Telephone timeline: First make telephone invention in 1876 will change telephone until 2009.

5. Historically, why did inventor create the product? Alexander Graham Bell write makes money. What were the factors (issues/situations) time other people. He would now make a telephone invention.

6. If you can assume, who were your competitors (enemies) for your product? Alexander Graham Bell support to education. They don't like him.

7. Where did it begin? What year?
   Philadelphia in 1847.

Worksheet #1
Wearing your entrepreneurs' gloves (skills)

1. What is your product? The bicycle.

2. Who is the inventor? Pierre Lallement invent the bicycle.

3. Why is it important for our society (everybody that live in a community)? A lot of people are want to the bicycle.

4. With your modern invention, what are the possible historical impacts that may address the problem? The bicycle, cars, horse and walking.

5. Historically, why did inventor create the product?
   a. What were the factors (issues/situations)?
      They went to the horse not bicycles.

6. If you can assume, who were your competitors (enemies) for your product?
   A lot of people on want the bicycle. It's rich. And not cars are cheap.

7. Where did it begin? What year?
   in the 1840s in France.
Unit 1, Lesson #4:

**VENN DIAGRAM**

**Different**
- Airplane
- Train
- Car

**Same**
- They are made by factories.
- A lot of people are passengers.
- They are used for travel.

**Different**
- They are not the same as cars.
- They are not the same as trains.

---

**VENN DIAGRAM**

**Different**
- Bicycle
- Fly
- Sail

**Same**
- People can fly.
- People can sail.

**Different**
- They are not the same as bicycles.
- They are not the same as flying.

---

**ALEXANDER GRAHAM BELL**

He made the telephone.

**A LOT PEOPLE ARE NOW A MOBILE.**

They are not the same as phones.

**TO TELEPHONE**

They are not the same as telephones.
PowerPoint: Unit #2, Lesson #1

TOP 10 BUSINESS MISTAKES

HOW CAN YOU WRITE YOUR BUSINESS PLAN?

- No COVER SHEET or content sheet.
- Lack business plan outline to get you started.
- Show RESEARCH.
- Explain clearly why your idea will work. It is important to highlight the key points why it differs from the rest.

HOW TO BUILD A MILLION DOLLARS BUSINESS PLAN?

1. Describe why your company is important. What else is the need being addressed?
2. Explain the overall situation of the market trend.
3. Explain why customers will buy your product or service.
4. Why do your customers are.
5. Explain why your competitors are not doing anything.
6. Explain which competitors you will eliminate.
7. Describe your target market. Are they comparing with other brands and why they are valued.

WHO ARE THE INVESTORS?

QUICK TASK

- You will write down 5 business statements.
- Why do you believe the company may lose?
- Why do you believe the company may succeed?

THE PLAN IS POORLY WRITTEN.

- Writing plan must be clear and simple. There is no need for complex or difficult language. Your business plan should be written in a clear and easy-to-understand language. The most important aspect of a business plan is to make sure that your ideas are well thought out.

THE PLAN PRESENTATION IS SLOPPY

- Your writing and presentation is too complex. Writing plan must be clear and simple. There is no need for complex or difficult language. Your business plan should be written in a clear and easy-to-understand language. The most important aspect of a business plan is to make sure that your ideas are well thought out.

THE PLAN IS INCOMPLETE

- Every business has customers, products, and services. Marketing and sales information can be overwhelmed. Your business plan should be written in a clear and easy-to-understand language. The most important aspect of a business plan is to make sure that your ideas are well thought out.

THE PLAN IS TOO VAGUE

- Finance plan is not clear and easy to understand. Your business plan should be written in a clear and easy-to-understand language. The most important aspect of a business plan is to make sure that your ideas are well thought out.

THE PLAN IS TOO DETAILED

- Your business plan is too detailed. Your business plan should be written in a clear and easy-to-understand language. The most important aspect of a business plan is to make sure that your ideas are well thought out.

THE PLAN MAKES UNFOUNDED OR UNREALISTIC ASSUMPTIONS

- Your business plan is too generalized. Your business plan should be written in a clear and easy-to-understand language. The most important aspect of a business plan is to make sure that your ideas are well thought out.

THE PLAN INCLUDES INADEQUATE RESEARCH

- Your business plan is too generalized. Your business plan should be written in a clear and easy-to-understand language. The most important aspect of a business plan is to make sure that your ideas are well thought out.

YOU CLAIM THERE’S NO RISK INVOLVED IN YOUR NEW BUSINESS

- Any viable investor understands risk and usually acts as “no risk”. However, you may underestimate your plan to investors or lenders.

YOU CLAIM YOU HAVE NO COMPETITION.

- If this is what you think, you will be better off doing nothing. Every successful business has competition. Without direct competition, you shouldn’t be so confident in your plan. The fact that your plan does not have direct competition means that you need to work harder to make your business unique and successful.

THE BUSINESS PLAN IS REALLY NO PLAN AT ALL

- A good business plan presents an overview of the business plan in a clear, concise, and easy-to-understand way. It should clearly define the business goals and strategies that will be pursued to achieve those goals. It should include a detailed financial analysis of the business and the financial projections for the future.
Unit 2, Lesson #1/2

Potential Business Plans?

Aleena: Sewing Shop or Bike Shop
Ahmed: Iraqi Restaurant or Universal Studio
Enas: Sushi Restaurant or Nail Salon
Fran: Clothes Store or Shoes Store
Hiba: Clothes Store
Mel: Brazilian Restaurant or Daycare

Business Vocabulary
1. Con
2. Pre
3. Demand
4. Supply
5. Business
6. Opportunity
7. Industry
8. Threat
9. Risk
10. Sell
11. Seller
12. Buy
13. Buyer
14. Marketing
15. Target
16. Community
17. Customers
18. Consumers
19. Products
20. Strategy
21. Competitors
22. Wealth
23. Entrepreneur
24. Entrepreneurial
25. Invent
26. Invention
27. Strong
28. Strength
29. Weak
30. Weakness
Unit 2, Lesson #2

Homework

1. Name ten existing businesses in your neighborhood.
   - Bistro Mont Blanc
   - Petco
   - McDonald's
   - Starbucks
   - Bank of America
   - CVS
   - Trader Joe's
   - Walmart
   - Target
   - Whole Foods

2. Pick one business that you believe they've opened their shop at the right time and why?
   - In-N-Out Burger
   - Starbucks
   - Whole Foods
   - Trader Joe's
   - CVS
   - Walmart
   - Target
   - Bank of America
   - McDonald's
   - Petco

3. Pick one business that you believe they've opened their shop at the wrong time and why?
   - Taco Bell
   - McDonald's
   - Starbucks
   - Petco
   - Bank of America
   - CVS
   - Walmart
   - Target
   - Whole Foods
   - Trader Joe's

4. Name two existing businesses in your neighborhood.
   - In-N-Out Burger
   - Starbucks

5. Pick one business that you believe they've opened their shop at the right time and why?
   - In-N-Out Burger
   - Starbucks

6. Pick one business that you believe they've opened their shop at the wrong time and why?
   - Taco Bell
   - McDonald's
   - Starbucks
   - Petco
   - Bank of America
   - CVS
   - Walmart
   - Target
   - Whole Foods
   - Trader Joe's

7. Name two existing businesses in your neighborhood.
   - In-N-Out Burger
   - Starbucks

8. Pick one business that you believe they've opened their shop at the right time and why?
   - In-N-Out Burger
   - Starbucks

9. Pick one business that you believe they've opened their shop at the wrong time and why?
   - Taco Bell
   - McDonald's
   - Starbucks
   - Petco
   - Bank of America
   - CVS
   - Walmart
   - Target
   - Whole Foods
   - Trader Joe's

10. Name two existing businesses in your neighborhood.
    - In-N-Out Burger
    - Starbucks
Unit 2, Lesson #3

Marketing Failures and Success

Facebook representatives (workers) selling the older seniors citizens to sign up for Facebook accounts so they can contact their relatives.

Yes, this strategy is a good idea. Representatives would set up the older people’s Facebook accounts. As they contact their relatives.

Opening a local café that serves HOT coffee in Barangay Sanga, Cebu. A coffee shop (Barangay Mapo) for the seniors. OPEN for the whole day.

Now, but some people don’t enjoy. I suggest change cold coffee fan enjoy. Cold coffee good taste for summer time.

Launching an app to educate the older citizens how to change their diapers in aging Japan.

No, some people don’t know how to change. Must read deep app how about diapers. So make good marketing for old people.

Paper boy is advertising the sports news on the street corner in downtown without using Facebook. Compared to Facebook, will it receive more attention? What if you were a paper boy.

Facebook has many promotions, so it is more the larger market than the Paper boy is able to. Paper boy always look good show to each other for people. Facebook was advertised for simple.

Marketing Failures and Success

Facebook representatives (workers) selling the older seniors citizens to sign up for Facebook accounts so they can contact their relatives.

Success because they can contact their relatives.

Failures: not bad

Launching an app to educate the older citizens how to change their diapers in aging Japan.

Failures: kids and baby

How? Paper boy is advertising the sports news on the street corner in downtown without using Facebook. Compared to Facebook, will it receive more attention? Yes, by how much.

Without Facebook Failures...
PowerPoint: Unit 2, Lesson 4

New Vocabulary
- Industry
- Potential
- Supply
-ergy
- Gas
- TOP SIX Industries in the United States
  - Energy
  - Gas, Renewables, Wind, Water, and new jobs
  - Zero percent growth between 2013 - 2015
  - Tax breaks
  - Belief in the economic potential for the job growth
  - Transportation
    - High speed, subways, buses, planes, and shipping
  - Agriculture
  - Technology
  - Healthcare
  - Aging population, healthcare and biotech companies growing

Where are those industries based in...?

1. What about Austin?
   - What are the benefits of starting your business there?
   - What are the costs of starting your business here?

2. What about San Diego's biggest INDUSTRIES?
   - Where will you place these businesses in San Diego? Think about the right demands

3. What's wrong with this Detroit picture?
   - What are the costs of starting a business there?
   - What are the costs of starting a business here?

4. What is DEMAND? What is SUPPLY?
   - How will you use these facilities in San Diego?
   - How will you support your business decisions

5. Here is the project!
   - What does "business-friendly" mean to you?
If other people’s businesses fail or cause forensic investigations, the owner and employees might feel+

I want to learn for work efficiency. I can do for people too.

Pros
1. At restaurant and they are happy.
2. They are safe and location.
3. In location, not popular, no restaurant
4. Many not located, not people not people
5. Job to business in restaurant and people
6. No one, people not happy in restaurant
7. Job to happy in location.
8. No one in front of restaurant

Cons
1. Not safe place
2. No one is there
3. Too restaurant
4. Young problem
5. No location
6. No one

May 18, 2012
Maksim

Unit 2, Lesson #4
I am a student. I love to communicate with people in sign language. I will help people learn sign language. I am also some people with deaf children. I am teaching my friends how to learn sign language. I am willing to teach them. The sign language is different. It is difficult to learn. I want to teach them. I want to teach my friends how to learn sign language. I am teaching them how to learn sign language. I am teaching them how to learn sign language. I am teaching them how to learn sign language.
Unit 3, Lesson #2

1. I want to open a small restaurant. Next Sunday I'll buy food and tables. People有些 come, some buy food and eat. I'll make food and sell it.

2. I want to buy a table. I'll buy a table and buy food. A lot of people will come. They'll eat and enjoy the food.

3. People will come to the restaurant and eat. They'll bring friends and family.

I want to open a small restaurant. Next Sunday I'll buy food and tables. People will come. Some will buy food and eat. I'll make food and sell it.

People will come to the restaurant and eat. They'll bring friends and family. They'll enjoy the food.

It's better to have a new owner with new things and friends.
Unit 3, Lesson #3

Creating your Vision & Mission Statement based on two business visions

American Express - At American Express, we have a mission to be the world’s most respected
financial services provider, and our business is driven by our passion to provide outstanding
customer service

1. What is the difference between American Express and ING Vision/mission statement?
   American Express has a strong focus on customer service, while ING focuses more on
   providing a broad range of financial services.

2. How does American Express’ and ING Vision impact their company and customers?
   American Express places a strong emphasis on customer satisfaction, while ING offers
   a variety of financial products, including savings and investments.

3. What is most important about their vision?
   American Express’ focus on customer service, and ING’s emphasis on providing
   a comprehensive range of financial services.

YOUR TURN: I want you to find your competitor’s vision/mission statement, write it down. In my
own words, rewrite the vision/mission statement that is better than your competitor’s statements.

Creating your Vision & Mission Statement based on two business visions

San Diego Zoo - To become a world leader in creating people to discover, learn, and conserve.

1. What is the difference between San Diego Zoo and Teach for America mission/mission
   statement?
   San Diego Zoo’s mission is focused on conservation and education, while Teach for America’s
   mission is focused on improving education in low-income communities.

2. How does San Diego Zoo’s and Teach for America’s visions impact their company and
   customers?
   Chicago has won the bid to become the host city for the 2016 U.S. presidential primary,
   which will bring increased attention and investment to the city.

3. What is most important about their vision?
   San Diego Zoo’s commitment to conservation and education, and Teach for America’s
   focus on improving education in low-income communities.

YOUR TURN: I want you to write a short vision/mission statement that is better than your
competitor’s statements, I want to become our college’s student ambassador.
Unit 3, Lesson #4/5

Worksheet #4: Marketing Targets

YOUR BUSINESS NAME: Aroma’s Cultural Cafe

1. Who are your customers?
   - Italian and Mexican

2. Where do they live?
   - Customers predominate in North, East, and South

3. Why do they need your product/service?
   - Customers want to try aromas (new, custom)

4. YOUR TURN: You will need to ask 25 friends/relatives to find out if they like your business idea
   - Yes, I do. OK.
   - Maybe, it needs some improvement.
   - No, I do not like the business idea.

Worksheet #5: Marketing Targets

YOUR BUSINESS NAME: Aroma’s Cultural Cafe

1. Who are your customers?
   - Italian and Mexican

2. Where do they live?
   - Customers predominate in North, East, and South

3. Why do they need your product/service?
   - Customers want to try aromas (new, custom)

4. YOUR TURN: You will need to ask 25 friends/relatives to find out if they like your business idea
   - Yes. I do.
   - Maybe, it needs some improvement.
   - No, I do not like the business idea.

I learned that R&D (Research and Development) is a new business idea. Three business ideas need to improve. I suggested to include:

- We have a plan. I plan to make this a promotion success. I will advertise, distribute free.
- I plan to promote it at restaurants.
Unit #3, Final Products
Student #1

Type of business?
My business is Brazilian restaurant.

My family is from Brazil. I always want to open my own restaurant. My restaurant will cook authentic Brazilian food inspired by my family's recipes. We will provide a great service, along with a fun and enjoyable dinner experience for our customers.

Name of business?
Salvador's Samba Cafe

Salvador's Samba Cafe aims to serve delicious Brazilian food for our customers. Everyone will be happy with our food.

Location
To open the restaurant in La Jolla

Marketing Strategies
Marketing Targets
1. All people are welcomed
Promotion
1. Pass out the flyers
2. Post on facebook and Instagram
3. Newspaper
4. Mail
**Student #2**

**Auto shop and Car wash**

Frans Alkema

**Frans’ Auto care and**

**Business Description**

Frans’ Auto Care and Wash. My business provides **great service**. We **clean and fix cars**. We fix the engines, we **replace the tires**, oil change, and **wash dirty cars**. We give the best experience. People will love their awesome engines. Will fix and wash cars for regular people. People want good engines, fast service and a nice waiting room.
Our mission is to...

Frans' Auto Care provides the best car service for car owners. We want our customers to be satisfied with our services.

Marketing Targets

People who need auto service, Men and women own a car. Car need service or dirty or need both.

Marketing Strategies

| Marketing Target | | | |
|------------------|------------------|
| Car owners       | 1. Connect the customers |
| Promotion        | 2. Facebook |
|                  | 3. SnapChat |
|                  | 4. In-store area |

SWOT

Frans' Auto Care and Wash

Thank you for watching me!
**Student #3**

1. **Enas Alkesa**
2. **Enas’ ASL Nail Salon**

3. **Enas’ ASL Nail Salon**
   - Business Description:
     Various beautiful nail and polishes along with services to pamper and please in comfort and plush surroundings.

4. **Best Nail Salon in El Cajon**
   - 1. My business is a nail salon.
   - 2. Many people will attract for my business is nail salon.
   - 3. A lot of parking near to my business is nail salon.
   - 4. There are a lot of people will see my business is nail salon.

5. **Also proud child care up to age 5. All of this with the added benefit of learning ASL from Deaf professionals!**

6. **My Vision**
   - Enas’ ASL salon aims to provide the unique pedicure experience for all! Colorful nails. Nail is beautiful. Luxury. Welcoming environment for our amazing customers!
Marketing Strategies

Marketing targets:
1. All women
2. Older women
3. Young girls
4. Adults

Promotion:
1. Instagram
2. Facebook
3. Snapchat
4. Cessna
5. Text
6. Twitter
7. Skype

Results and Adjustments

1. Many people like my business idea.
2. They feel that my business offers many services that my customers will need.
3. However, my cousin feels that my business shouldn’t offer daycare and ASL.
4. I disagree with my cousin because it’s important for my customers to have these services.
5. It is also important to me that my customers can afford my services.
6. Lastly, I want to help hearing people to learn ASL for free.

Our Service

1. Filing/filing broken nail cleaning nail.
2. Soaking/softening nail in warm water.
3. Cleaning nail.
4. Clipping nail.
5. Coloring nails any color of your choice.
6. Drying nail in special UV light and finalizing clean-up.

Product (that you will sell)

Childcare
Haircuts
Jewelry
ASL, Inc.
ASL Nederland and gift
Shirt sales
Flash cards

Product (that you will sell)

Makeup
gift cards to give to friends
Nail

SWOT
Nails salon

Strength:
1. Best location in El Cajon
2. ASL
3. Popular women

Weakness:
1. Long hours
2. Chemicals
3. Can smell bad

Opportunity:
1. Attractive
2. Daycare
3. Deaf-owned
4. Nails salon

Thank you for watching me
Student #4

1. Aleena Hanna
   Clothes Store

2. Aleena Cada’s Clothing Store

3. Logo and Business Brand
   ![Logo Image]
   The mission is to sell beautiful women’s clothes.
   My company will make shopping fun and affordable.

4. Location El Cajon
   ![Location Image]

5. Business Vision
   The mission is to sell beautiful women’s clothes.
   My company will make shopping fun and affordable.
   glamorous Clothes store

6. Marketing
   ![Marketing Chart]

7. Women’s and Men’s Clothing (Product)
   ![Product Images]

8. SWOT
   **Strength**
   - Special Clothes
   - Cheap cotton clothes
   - Clothes are made durable and last longer

   **Weakness**
   - Only one group of people willing
   - People limit their own clothes
   - Received in 2020