



1-Day BizzyB HIVE™ Hack, CCSS Alignment

Summary: Common Core State Standards Addressed

- Secondary Writing
- Secondary Reading: Informational Texts
- Secondary Language
- Secondary Speaking & Listening
- Elementary Literacy (Reading & Language)
- Secondary Mathematics
- Elementary Mathematics

Introduction

BizzyB HIVE™ Hacks are innovation brainstorm activities for youth entrepreneurs. For use in class, after school, at home, and during hackathon & inventathons.

User Objectives

BizzyB HIVE™ Hacks are designed to empower students to explore creativity, develop personal interests, sample career pathways and gain an introduction to Online Adventures at BizzyB.com. Students may work individually or teams through this process.

Leadership Roles

Explore and examine the roles/responsibilities of a collaborative/communicative business team:

- **Visioner:** Facilitate team development of key product concepts.
- **Maker:** Facilitate team development of a minimally viable product and process.
- **Marketer:** Facilitate team development of an effective product package.
- **Seller:** Facilitate team development of pricing, display, and buying process.
- **Counter:** Facilitate team development of 3P (People, Planet, and Profit) goals.

Business Concept Activities

Explore and examine key business topics as a collaborative/communicative business team.

1. **Concept Brainstorming:** Create a visual or verbal model of a problem, solution and business timing set.
2. **Product Brainstorming:** Create a visual or verbal model of a product and production process including required supplies and resources.

3. **Packaging Design:** Create a visual or verbal model of product brand including name, logo, slogan, features and benefits.
4. **Customer Identification:** Create a visual or verbal model of target customers including end user, influencers, actual buyers and their top priorities.
5. **Goal Setting:** Create a visual or verbal model of measurable “3P” product goals, i.e., outcomes that help People, Planet and Philanthropies.
6. **Sales Environment Design:** Create a visual or verbal model of the selling location including signage, product display, and buying process.
7. **Pitch Development:** Compose a visual or verbal sales pitch including grabber, solution, demonstration and call-to-action next steps.

Common Core Standards Addressed

Secondary Writing

Text Types & Purposes: 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 with grade appropriate conventions, skills, structure, and form.

Production & Distribution of Writing: (1) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (2) 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.

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

Secondary Reading: Informational Texts

Key Ideas & Details: (1) Cite strong and thorough evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain. (2) Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

Craft & Structure: Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

Secondary Language

Conventions of Standard English: (1) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (2) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Secondary Speaking & Listening

Comprehension & Collaboration: (1) Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, teacher-led) with diverse partners on grade appropriate topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (2) Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating credibility and accuracy of each source and noting any discrepancies among the data.

Presentation of Knowledge & Ideas: (1) Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. (2) Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Elementary Literacy (Reading & Language)

CCSS.ELA-LITERACY.RF.5.3: “Know and apply grade-level phonics and word analysis skills in decoding words.”

CCSS.ELA-LITERACY.RF.5.3.A: “Use combined knowledge of all letter-sound correspondences, syllabification patterns, and morphology (e.g. roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.”

CCSS.ELA-LITERACY.RF.5.4: “Read with sufficient accuracy and fluency to support comprehension.”

CCSS.ELA-LITERACY.L.6.4.A: “Use context (e.g. the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.”

CCSS.ELA-LITERACY.L.6.6: “Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.”

CCSS.ELA-LITERACY.L.6.3: “Use knowledge of language and its conventions when writing, speaking, reading, or listening.”

CCSS.ELA-LITERACY.RL.6.4: “Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings: analyze the impact of specific word choice on meaning and tone.”

CCSS.ELA-LITERACY.RI.6.4: “Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and technical meanings.”

CCSS.ELA-LITERACY.RI.6.7: “Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.”

CCSS.ELA-LITERACY.SL.K.1: “Participate in collaborative conversations with diverse partners about [grade-appropriate] topics and texts with peers and adults in small and larger groups.”

CCSS.ELA-LITERACY.SL.K.2: “Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.”

CCSS.ELA-LITERACY.SL.K.3: “Asks and answer questions in order to seek help, get information, or clarify something that is not understood.”

CCSS.ELA-LITERACY.SL.K.5: “Add drawings or other visual displays to descriptions as desired to provide additional detail.”

CCSS.ELA-LITERACY.SL.K.6: “Speak audibly and express thoughts, feelings, and ideas clearly.”

Secondary Mathematics

CCSS. MATH.CONTENT.7.EE.B.3: “Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with

numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies.”

CCSS. MATH.CONTENT.7.SP.A.1: “Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.”

Elementary Mathematics

CCSS. MATH.CONTENT.1.NBT.C.4: “Add within 100, including a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.”