



## Secondary Level, CCSS Alignment Entrepreneur Student Doodle Book

### Summary: Common Core State Standards Addressed

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

### Introduction

Entrepreneur Student Doodle Book offers innovation brainstorm activities for youth entrepreneurs. For use in class, after school, at home, and during hackathon & inventathons.

### User Objectives

Entrepreneur Student Doodle Book 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

“BEE a Team” to 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.

## Section A. CONCEPT

Team Goal: Under the leadership of the Visioner, develop a marketable concept for a potential business product.

- A1. Problem:** Identify problems or issues that the team's product will solve or address.
- A2. Solution:** Denote potential solutions for each problem identified.
- A3. Timing:** Indicate the good timing for each problem, highlighting the marketability of the potential product, using a P-S-T combination.
- A4. Concept:** Clearly and concisely express the team's best P-S-T combination as a carefully crafted concept statement.
- A5. Test:** Conduct a survey of the concept statement and evaluate the data, using it to support potential modifications.

## Section B. PRODUCT

Team Goal: Under the leadership of the Maker, develop a marketable product (good or service) based on the team's concept.

- B1. Prototype:** Generate a visual model of the product prototype.
- B2. Features:** Define the key features of the potential product.
- B3. "MVP" Features:** Identify 3 major features for a startup Minimal Viable Product (MVP), modifying the visual model accordingly.
- B4. Benefits:** Briefly describe the major benefits of each major MVP feature.
- B5. Supplies:** List the supplies needed to produce a prototype of the MVP.
- B6. Process:** Develop a process map that clearly delineates each production step.
- B7. Test:** Conduct a survey of the prototype and evaluate the data, using it to support potential modifications.

## Section C. PACKAGING

Team Goal: Under the leadership of the Marketer, develop a product package for the prototype.

- C1. Names:** Generate potential company and product names and slogans using literary devices like rhyme, alliteration, metaphor, idiom, etc.
- C2. Keywords:** Convert the benefits described in B4 into carefully crafted search keywords.
- C3. Company Logo:** Create a unique company logo that is simple, bold, and relatively square.
- C4. Product Logo:** Create a unique product logo that is consistent with the company logo.
- C5. Packaging:** Build a product package that incorporates various feature, including, but not limited to: names, slogans, logos, benefits, features, descriptions, ingredients, contact information, etc.
- C6. Test:** Conduct a survey of the product package and evaluate the data, using it to support potential modifications.

## Section D. CUSTOMERS

Team Goal: Under the leadership of the Seller, develop a sales strategy for the prototype.

**D1. End Users:** Identify the key traits and concerns of the target customer(s) or user group.

**D2. Influencers:** Identify the key traits and concerns of the influencers of each user group.

**D3. Use Case:** Develop a Use Case that clearly delineates how a customer will discover, purchase, and use the product.

**D4. Sales Strategy:** Define a strategy to approach, persuade, and close deals with a customer.

**D5. Test:** Conduct a survey on the product's value and evaluate the data, using it to support potential modifications to the product or strategy.

## Section E. IMPACTS

Team Goal: Under the leadership of the Counter, develop 3P goals (people, planet, and profit) goals for the product.

**E1. People Impact:** Generate a list of up to 3 People Impact goals.

**E2. Team Impact:** Generate a list of up to 3 Team Impact or satisfaction goals.

**E3. Satisfaction Test:** Conduct a survey that evaluates team satisfaction, using it to identify ways to improve and maintain healthy working relationships.

**E4. Planet Impact:** Generate a list of up to 3 Planet Impact goals.

**E5. Profit Calculation:** Estimate the potential profit, according for costs and potential income.

**E6. Profit Impact:** Compose a set of Profit Impact goals, committing specific percentages to categories—rewards, improvements, savings, causes, etc.—that add up to 100%.

## Addendum

### “PITCH” Script

- **Visioner:** Identify words and actions that grab a customer or investor and highlights the problem, solution, and good timing.
- **Maker:** Identify words and actions that demonstrate the key features and benefits of the product.
- **Seller:** Identify words and actions that entice a customer to buy highlighting urgency, next steps, and contacts.

### “PITCH” Q&A

- **Visioner:** Compose a 1-page concept summary of the problem, solution, timing, and concept testing (Section A).
- **Maker:** Compose a 1-page concept summary of the MVP features, key supplies, processes, and product testing (Section B).
- **Marketer:** Compose a 1-page concept summary of the company brand, product brand, keywords, and package testing (Section C).
- **Seller:** Compose a 1-page concept summary of the users, influencers, sales strategy, and price testing (Section D).
- **Counter:** Compose a 1-page concept summary of the People Goals, Team Goals, Planet Goals, and Profit Goals (Section E).

# Common Core State 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.”