

DELAWARE VALLEY SCHOOL DISTRICT

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

Introduction to Entrepreneurship

Curriculum writing committee:

Marielle Cavallaro

Grade Level:

11, 12

Date of Board Approval: _____2021_____

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Course Weighting: Introduction to Entrepreneurship

Unit Projects	25-100 points depending on size
Class Participation and Involvement	45 points
Unit Quizzes	20-35 points
Other Classwork	5-30 points
Total	Approx. 400-450 points per quarter

Curriculum Map

Overview: This course will outline what it takes to become a successful entrepreneur. Students will learn the basics of entrepreneurship, background on key economic topics, how to recognize opportunities, business ethics, advertising and marketing, management, finances, legality in the business place, and will create their own business plan. Students will be expected to interact with classmates and learn to work with each other through team-building activities. After taking the course, students should have a basic understanding of what it takes to be an entrepreneur in the current global economy.

Goals:

1. Marking Period One/Three

Basic Entrepreneurship concepts to be taught: Entrepreneurship basics, introduction to simple economic topics, recognizing opportunities, business ethics

Students will have an understanding of:

- Character traits of an entrepreneur
- Types of business organizations
- Creative destruction
- Visualizing your future
- Supply and demand as they affect the overall market and individual entrepreneurs
- Taking risks and understanding risks
- Recognizing opportunities and capitalizing on them
- Business ethics in practice
- The importance of integrity as an entrepreneur

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2. Marking Period Two/Four

Basic Entrepreneurship concepts to be taught: advertising and marketing, management, finances, legality, and creating a business plan

Students will have an understanding of:

- Different types of advertising
- Creating effective marketing campaigns by using persuasive techniques and targeting audiences
- Sources of finance
- Financial requirements
- Legal issues involved in start-ups
- Management styles and skills
- How to manage purchasing and inventory, production management and distribution
- Creating a business plan

Big Ideas:

Big Idea #1: Entrepreneurs are risk-takers who drive the economy by recognizing opportunities and filling holes in the market in order to make profits.

Big Idea #2: Entrepreneurs must follow a code of ethics in order to keep the economy running smoothly and gain consistent business.

Big Idea #3: Successful entrepreneurs must have more than a good idea. Effective planning, financing, marketing, and managing are needed for the entrepreneur to realize his or her vision. In addition to working through legal issues, entrepreneurs must learn how to create a business plan.

Primary Textbook(s) Used for this Course of Instruction

Name of Textbook: *Entrepreneurship and Small Business Management*

Textbook ISBN #: 0-07-861303-5

Textbook Publisher & Year of Publication: Glencoe McGraw Hill, 2006

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Supplemental Reading Materials

- The E-Myth: Why Most Small Businesses Don't Work and What to Do About It* by Michael E. Gerber. Published by Collins Business. 1995.
- Grit: The Power of Passion and Perseverance* by Angela Duckworth. Published by Scribner/Simon & Schuster. 2016.
- How to Win Friends and Influence People: The Only Book You Need to Lead You to Success* by Dale Carnegie. Published by Simon & Schuster. 1936.
- Leaders: Myth and Reality* by General Stanley McChrystal. Published by Portfolio/Penguin. 2018.
- Lost and Founder: A Painfully Honest Field Guide to the Startup World* by Rand Fishkin. Published by Portfolio. 2018.
- Outliers: The Story of Success* by Malcom Gladwell. Published by Little, Brown and Company. 2008.
- The 7 Habits of Highly Effective People* by Stephen R. Covey. Published by Free Press. 2004.
- The Innovator's Dilemma: The Revolutionary Book That Will Change the Way You Do Business* by Clayton M. Christensen. Published by HarperBusiness. 2011.
- Blue Ocean Strategy, Expanded Edition: How to Create Uncontested Market Space and Make the Competition Irrelevant* by W. Chan Kim and Renée Mauborgne. Published by Harvard Business Review Press. 2015.
- Built to Last: Successful Habits of Visionary Companies* by Jim Collins and Jerry I Porras. Published by HarperBusiness. 1997.
- Guerrilla Marketing* by Jay Conrad Levinson. Published by Houghton Mifflin. 1984.
- The Wealth of Nations* by Adam Smith. 1723-1790.
- The Outsiders: Eight Unconventional CEOs and Their Radically Rational Blueprint for Success* by William N. Thorndike. Published by Harvard Business Review Press. 2012.
- Radical Candor: Be a Kick-Ass Boss Without Losing Your Humanity* by Kim Scott. Published by St. Martin's Press. 2017.
- Good to Great: Why Some Companies Make the Leap and Others Don't* by Jim Collins. Published by HarperBusiness. 2001.
- Start with Why: How Great Leaders Inspire Everyone to Take Action* by Simon Sinek. Published by Penguin Books. 2011.
- The Lean Startup* by Eric Ries. Published by Crown Business. 2011.
- Too Big to Fail* by Andrew Ross Sorkin. Published by Penguin Books. 2010.
- Leaders Eat Last: Why Some Teams Pull Together and Others Don't* by Simon Sinek. Published by Portfolio/Penguin. 2014.
- First, Break All The Rules: What the World's Greatest Managers Do Differently* by Jim Harter. Published by Gallup Press. 2016.

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Zero to Sold by Arvid Kahl. Self-published. 2020.

Rework by Jason Fried and David Heinemeier Hansson. Published by Crown Business. 2010.

The Art of the Start by Guy Kawasaki. Published by Portfolio. 2004.

Why Didn't They Teach Me This in School?: 99 Personal Money Management Principles to Live By by Cary Siegel. 2013.

Rich Dad Poor Dad: What the Rich Teach Their Kids About Money That the Poor and Middle Class Do Not! by Robert T. Kiyosaki. Published by Plata Publishing. 2017.

Broke Millennial: Stop Scraping By and Get Your Financial Life Together (Broke Millennial Series) by Erin Lowry. Published by TarcherPerigee. 2017.

Hurdle: The Book on Business Planning by Tim Berry. Published by Palo Alto Software, Inc. 2006.

Websites:

These websites will be used as references: <https://izzit.org>, <https://www.ted.com/talks>, <http://coolmath4kids.com/>, <http://www.cnbc.com>, <https://www.forbes.com/>, <https://www.canva.com/>, <https://www.apple.com/itunes/>, <https://venturewell.org/class-activities-inventor-entrepreneurs/>, <https://icebreakerideas.com/moral-dilemma-questions/>, <https://www.inc.com/>, <https://problogger.com/>, <https://www.under30ceo.com/>, <https://www.entrepreneur.com/topic/inspiration>, <https://www.economist.com/>, <https://www.forbes.com/entrepreneurs/?sh=773e4a693035>, <https://www.onevest.com/>, <https://www.kickstarter.com/?country=US>, <https://abc.com/shows/shark-tank>

Supplementary reading materials for current event purposes: Newspapers, magazines, periodicals, reference works, and internet (periodicals such as Business Week online, Bloomberg.com, Forbes.com, CNBC.com, USAToday.com, WSJ.com)

The following podcasts will be used in the Podcast assignment and will be used as references throughout the course (additional podcasts may also be used): The Tim Ferriss Show, This Week in Startups, How I Built This, Masters of Scale, The School of Greatness with Lewis Howes, Rework: A Podcast by Basecamp, Pivot, Side Hustle School, A16z, Mixergy, Smart Passive Income, The GaryVee Audio Experience, The Indicator from Planet Money, Youpreneur FM, Startup, Marketing Mantra, Entrepreneurs on Fire, Behind the Brilliance, The Blogging Millionaire, Marketing Over Coffee

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Curriculum Plan

Unit 1: Introduction to Entrepreneurship

Time - Days: 45 Days

Standard(s):

Subject Area - 13: Career Education and Work

13.1.11.A, 13.1.11.B, 13.1.11.C, 13.1.11.F, 13.1.11.H

13.2.11.A, 13.2.11.E

13.3.11.A, 13.3.11.B, 13.3.11.C, 13.3.11.F, 13.3.11.G

13.4.11.A, 13.4.11.B

Subject Area – 6: Economics

6.2.12.A., 6.2.12.B.

6.3.12.B.

6.4.12.A., 6.4.12.B., 6.4.12.D.

6.5.12.D., 6.5.12.F.

Subject Area - CS: Computer Science

3B.IC.27

Subject Area - 3: Science and Technology and Engineering Education

3.4.12.A1, 3.4.12.B1, 3.4.12.D2

Subject Area - 15: Business, Computer and Information Technology

15.2.12.B, 15.2.12.C, 15.2.12.H, 15.2.12.K, 15.2.12.L

15.3.12.F, 15.3.12.G, 15.3.12.H, 15.3.12.I, 15.3.12.L, 15.3.12.M, 15.3.12.N, 15.3.12.P, 15.3.12.W,
15.3.12.X

15.4.12.A

15.5.12.A, 15.5.12.C, 15.5.12.E, 15.5.12.F, 15.5.12.K

15.7.12.B, 15.7.12.C

15.8.12.B, 15.8.12.C, 15.8.12.E, 15.8.12.S

15.9.12.H, 15.9.12.M

PA Core Standards – Reading in History and Social Studies

CC.8.5.11-12.C, CC.8.5.11-12.D, CC.8.6.11-12.A, CC.8.6.11-12.B, CC.8.6.11-12.C, CC.8.6.6-8.E,
CC.8.6.6-8.H

Eligible Content:

- An entrepreneur is a risk-taker in search of profit.
- Entrepreneurs have specific characteristics.
- Entrepreneurs are the driving force of a free market or mixed economy.
- Entrepreneurs must find trends and search there for business opportunities.
- Overall market trends affect entrepreneurs and their businesses.
- Many successful entrepreneurs use similar tactics to find success.

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- There are many lessons to learn from studying the successes and failures of real-life entrepreneurs.
- Entrepreneurs must assess risks and opportunities.
- Entrepreneurs must identify, recognize, and capitalize on opportunities.
- There are multiple types of business organizations.
- Potential entrepreneurs must use visualization to focus on their future.
- Creative destruction is an ongoing process that can be used by entrepreneurs.
- Supply and demand affect the entrepreneur.
- Ethical dilemmas occur frequently in the business world and entrepreneurs must work through them.
- Business ethics are a code of behavior that entrepreneurs must follow and institute in their own businesses.
- Integrity is a vital component of entrepreneurship.

Objectives:

1. Students will be able to identify the role of small business and entrepreneurship in the economy. (DOK 1)
2. Students will be able to describe the different types of ownership of businesses. (DOK 1)
3. Students will be able to explain different types of businesses. (DOK 1)
4. Students will be able to describe entrepreneurs and their character traits. (DOK 1)
5. Students will be able to research a successful entrepreneur and conduct a case study on that individual's entrepreneurial journey. (DOK 2)
6. Students will assess entrepreneurs' contributions to the economy. (DOK 3)
7. Students will be able to critique different business opportunities. (DOK 3)
8. Students will be able to explain the Law of Supply and the Law of Demand. (DOK 1)
9. Student will be able to analyze how supply and demand affect the decisions of an entrepreneur. (DOK 4)
10. Students will take part in a market economy simulation. (DOK 4)
11. Students will research business ideas that they would like to evaluate. (DOK 1)
12. Students will be able to discuss the various business ideas and how they apply to the business trends. (DOK 2)
13. Students will analyze risks and weigh the costs and benefits of decisions. (DOK 4)
14. Students will evaluate their own risk-taking tendencies. (DOK 3)
15. Students will be able to identify the trends that will impact business ventures. (DOK 1)
16. Students will be able to explain the difference between ideas and opportunities. (DOK 2)
17. Students will be able to practice thinking creatively about opportunities. (DOK 4)
18. Students will be able to compare and contrast major aspects of buying a business and starting a business. (DOK 3)

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19. Students will be asked to identify their priorities and evaluate why priorities play an important role in business decisions. (DOK 1)
20. Students will analyze the choices that surround ethical dilemmas. (DOK 4)
21. Students will be able to actively participate in guest speaker presentations. (DOK 2)
22. Students will be able to critique individuals their characteristics and approach to business while watching episodes of Shark Tank. (DOK 4)

Core Activities:

1. Group projects, discussion, and collaboration will be used frequently throughout the unit.
 - a. Students will work through projects and problems with other members of the class in order to learn and understand the concepts taught in this class.
2. Direct instruction and Smart Notes will be used throughout the unit.
3. Students will identify the characteristics of entrepreneurs through reading and direct instruction.
4. Students will identify which entrepreneurial characteristics they possess.
5. Students will write a self-reflective response to the “Visualizing Your Future” prompt.
6. Students will research an entrepreneur and complete the “Successful Entrepreneurs Research Project.”
7. Students will debate the question, “what is the greatest invention ever made?”
8. Students will complete a worksheet on creative destruction and the greatest invention/innovation.
9. Students will team up with partners to revitalize the Pizza Industry with innovative ideas.
10. Students will identify that the United States is a mixed market economy.
11. Students will watch “The Invisible Hand” video.
12. Students will take part in the “Balloon Debate.”
13. Students will learn about the Law of Supply and the Law of Demand through direct instruction, guided practice, and independent practice.
14. Students will participate in the “Law of Demand” demonstration.
15. Students will participate in the “Market Economy Simulation.”
16. Students will participate in a “Networking Event” in class.
17. Students will watch the Tina Seelig TED Talk, evaluate their risk-taking tendencies, and complete the “Riskometer.”
18. Students will evaluate trends in business through class discussion.
19. Students will participate in some form of the “Envelope Challenge.”
20. Students will individually complete the “Franchise Research” activity.
21. Students will individually complete the “Game Changers Project.”
22. Students will watch the movie “The Founder.”

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23. Students will debate the role of honesty and integrity in entrepreneurs, and will write about their opinion on whether honesty is a competitive advantage or disadvantage.
24. Students will work through ethical dilemmas with group members and analyze the consequences of each potential choice in an ethical dilemma.
25. Students will watch and evaluate (in a worksheet) an episode of Undercover Boss for ethical dilemmas.
26. Students will participate in the “Marshmallow Challenge” to work on team-building.
27. Students will solve problems to hypothetical economic situations.
28. Real-life entrepreneurs will come in as guest speakers to discuss a variety of topics.
29. On a weekly basis, students will listen to a podcast of their choice and evaluate it.
30. Students will watch and evaluate TED Talks for many of the topics.
31. Students will watch and evaluate episodes of Shark Tank.
32. If time allows, students will watch clips from both “The Smartest Guys in the Room” and “Atlas Shrugged Parts I, II, III”

Assessments:

Diagnostic:

1. Pre-quizzes
2. Project-based learning
3. Pre-questions
4. Define terms

Formative:

1. Questions about prior knowledge
2. Questions asked in class
3. Exit Slips
4. Class Discussions
5. Cooperative Learning assignments
 - a. Balloon Debate, Marshmallow Challenge, Envelope Challenge, Market Economy Simulation
6. Research assignments
 - a. Successful Entrepreneurs, Franchise Research
7. Guest speakers
8. Writing prompts
 - a. Visualizing your future, Role of integrity in Entrepreneurs

Summative:

1. Basics of Entrepreneurship Quiz

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2. Successful Entrepreneurs Research Project
3. Economics Concepts Quiz
4. Recognizing Opportunities Quiz
5. Franchise Research Project
6. Ethics Quiz

Unit 2: Management Concepts

Time – Days: 45 days

Standard(s):

Subject Area - 13: Career Education and Work

13.1.11.D, 13.1.11.E, 13.1.11.G
13.2.11.A, 13.2.11.B, 13.2.11.C, 13.2.11.D, 13.2.11.E
13.3.11.A, 13.3.11.B, 13.3.11.C, 13.3.11.D, 13.3.11.E, 13.3.11.G
13.4.11.A, 13.4.11.B, 13.4.11.C

Subject Area – 6: Economics

6.1.12.B., 6.1.12.C., 6.1.12.D.
6.2.12.C., 6.2.12.A., 6.2.12.F.
6.3.12.A., 6.3.12.B.
6.5.12.A., 6.5.12.B., 6.5.12.D.

Subject Area - CS: Computer Science

3B.DA.05, 3B.IC.28

Subject Area - 3: Science and Technology and Engineering Education

3.4.12.A2

Subject Area - 15: Business, Computer and Information Technology

15.1.12.A, 15.1.12.J, 15.1.12.K, 15.1.12.Q, 15.1.12.R, 15.1.12.W, 15.1.12.X
15.2.12.C, 15.2.12.D, 15.2.12.H, 15.2.12.O
15.3.12.B, 15.3.12.D, 15.3.12.F, 15.3.12.G, 15.3.12.H, 15.3.12.I, 15.3.12.L, 15.3.12.M, 15.3.12.N,
15.3.12.O, 15.3.12.P, 15.3.12.Q, 15.3.12.R, 15.3.12.W, 15.3.12.X
15.4.12.A
15.5.12.A, 15.5.12.D, 15.5.12.E, 15.5.12.F, 15.5.12.I, 15.5.12.J, 15.5.12.K, 15.5.12.M
15.6.12.A, 15.6.12.B, 15.6.12.D, 15.6.12.G, 15.6.12.K
15.7.12.B, 15.7.12.E, 15.7.12.M, 15.7.12.N
15.8.12.B, 15.8.12.E, 15.8.12.F, 15.8.12.G, 15.8.12.H, 15.8.12.I, 15.8.12.M, 15.8.12.N, 15.8.12.S
15.9.12.B, 15.9.12.I, 15.9.12.K, 15.9.12.M

PA Core Standards – Reading in History and Social Studies

CC.8.5.11-12.C, CC.8.5.11-12.D, CC.8.6.11-12.A, CC.8.6.11-12.B, CC.8.6.11-12.C, CC.8.6.6-8.E,
CC.8.6.6-8.H

Eligible Content:

- Advertising is a necessary component to building a business.
- Some forms of advertising are more successful than others.
- Persuasive techniques must be used in advertising.
- Entrepreneurs must direct their advertising at a target audience.

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- There are multiple mediums for advertising.
- There are many methods and sources entrepreneurs can use to raise funding for their startup.
- Bootstrapping is a method of funding a business in which an entrepreneur retains all ownership of their company and uses frugality as a business plan.
- For each entrepreneur and business, there will be a different business model that will be appropriate.
- Some government regulations may hinder entrepreneurs in a startup venture.
- There are legal protections to assist entrepreneurs in a free market society.
- Entrepreneurs must assess risk and value.
- Different management styles can be used in many businesses, but entrepreneurs must create one for their business.
- Entrepreneurs must find which management style works best for them.
- Entrepreneurs must plan for an exit from the industry.
- Many different parts must be included in a business plan.
- Each entrepreneur must create a business plan.

Objectives:

1. Students will identify different persuasive techniques used in advertisements. (DOK 1)
2. Students will create their own advertisements. (DOK 4)
3. Students will be able to identify target audiences for advertisements. (DOK 1)
4. Students will analyze the effectiveness of advertisements and marketing campaigns. (DOK 4)
5. Students will be able to identify sources of finance. (DOK 1)
6. Students will analyze how some government regulations hinder startups. (DOK 4)
7. Students will be able to pinpoint mistakes that many entrepreneurs make that eventually lead to failure (cause and effect). (DOK 2)
8. Students will be able to define bootstrapping. (DOK 1)
9. Students will be able to research and present different types of bootstrapping opportunities. (DOK 3)
10. Students will differentiate between the various types of equity financing. (DOK 3)
11. Students will research and compare several types of business models. (DOK 2)
12. Students will identify which business models best fits their business. (DOK 1)
13. Students will be able to make the calculations needed for start-up capital. (DOK 1)
14. Students will interpret the accounting systems for small businesses. (DOK 2)
15. Students will be able to identify legal issues involved in startups. (DOK 1)
16. Students will be able to identify Intellectual Property and distinguish the various types of Intellectual Property. (DOK 2)
17. Students will be able to discuss the laws affecting start-ups. (DOK 1)
18. Students will be able to identify the laws that regulate trade. (DOK 1)

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19. Students will be able to define copyright, trademark, and patent. (DOK 1)
20. Students will design a competitive analysis. (DOK 4)
21. Students will be able to formulate an exit strategy. (DOK 3)
22. Students will identify exit strategies and their importance in your business plan. (DOK 1)
23. Students will analyze how faith in one's plan is important after watching the movie *Moneyball*. (DOK 4)
24. Students will be able to discuss different management styles by comparing and contrasting them. (DOK 3)
25. Students will choose a book to read that will help them as an entrepreneur and be able to analyze and synthesize the information in it. (DOK 4)
26. Students will be able to interact and connect with local entrepreneurs throughout the guest speaking sessions. (DOK 4)
27. Students will be able to critique individuals as well as their characteristics and approach to business while watching episodes of *Shark Tank*. (DOK 3)
28. Students will be able to differentiate the different areas of the business plan. (DOK 3)
29. Students will create a complete business plan for an original idea of their own. (DOK 4)

Core Activities:

1. Group projects, discussion, and collaboration will be used frequently throughout the unit.
 - a. Students will work through projects and problems with other members of the class in order to learn and understand the concepts taught in this class.
2. Direct instruction and Smart Notes will be used throughout the unit.
3. Students will choose a book by/for entrepreneurs and read and evaluate it weekly.
4. Students will create a print advertisement for a product/service/event of their choice, "Advertising Project Part 1."
5. Students will create a social media advertisement for a product/service/event of their choice, "Advertising Project Part 2."
6. Students will create a video (commercial) advertisement for a product/service/event of their choice, "Advertising Project Part 3."
7. Students will create a class commercial about a specific product/service/event which will include all students and all types of persuasive techniques, "Class Commercial."
8. Students will explore methods and sources of funding through direct instruction and individual practice and investigation.
9. Students will watch the movie *Moneyball* and discuss the importance of faith in oneself and one's plan as an entrepreneur.
10. Students will distinguish and differentiate between the various legal protections afforded to entrepreneurs in a free-market society.

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11. Students will discuss and debate the role of government regulations on business activities in the U.S.
12. Students will construct a competitive analysis of business opportunities.
13. Students will critique real-world business ventures and their efficacy.
14. Students will write a one-page report where they (hypothetically) ask a venture capital company for funding for their proposed business, "Valuable Ventures."
15. Students will discuss the pros and cons of bootstrapping.
16. Students will compete in a "Shark Tank Simulation," where they will work in groups.
17. Students will write "Bootstrapping Possibilities" about a business they could potentially bootstrap.
18. Students will describe the calculations needed for start-up capital.
19. Students will work on financial analysis in hypothetical situations.
 - a. Example: A venture capitalist gives your business \$100,000 for two years. In return the venture capitalist seeks a return of 30 to 50 percent. At minimum, how much will you owe at the end of the two years?
20. Students will individually complete "Personal Finance Culminating Assignment."
21. Students will research several types of business models in groups.
22. Students will create "Best Business," an opinion-based persuasive poster on the best type of business model.
23. Students will discuss different management styles and discuss their personal experiences with each.
24. Students will work together through Management Simulations.
25. Students will create a "Puzzle Game" to practice managing (in groups).
 - a. They must create a puzzle and the directions, and manage the rest of the group.
26. Students will experiment with different management styles and create a presentation "My Management Style" on the style that most closely matches their goals, personality, and business.
27. Students will identify exit strategies and their importance in their business plan.
28. Students will each interview a local entrepreneur.
29. Students will identify the areas of the business plan first in guided practice, and then individually.
30. Students will create a "Final Business Plan" for their start-up idea.
31. Students will interact with local entrepreneurs throughout the guest speaking sessions.
32. Students will critique actual entrepreneurs' approach to business while watching episodes of Shark Tank.
33. Students will watch "The Pursuit of Happiness" and discuss the value of hard work and opportunity in the business world of America.

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Assessments:

Diagnostic:

1. Pre-quizzes
2. Project-based learning
3. Pre-questions
4. Define terms

Formative:

1. Questions about prior knowledge
2. Questions asked in class
3. Exit Slips
4. Class Discussions
5. Cooperative Learning assignments
 - a. Class Commercial, Management Simulations
6. Research assignments
 - a. Best Business, My Management Style
7. Guest speakers
8. Writing prompts
 - a. Valuable Ventures, Bootstrapping Possibilities

Summative:

1. Advertising Project Parts 1, 2, 3
2. Advertising Quiz
3. Best Business Project
4. My Management Style Project
5. Management Quiz
6. Valuable Ventures Project
7. Personal Finance Culminating Assignment (and quiz)
8. Final Business Plan