

JA Be Entrepreneurial Think Like an Entrepreneur

Session Description	Social Studies and Financial Literacy Standards	Work Readiness Standards	Common Core ELA
<p>Session One: Developing a Mindset</p> <p>Students are introduced to entrepreneurship and the characteristics of a mindset that promote success in their personal and professional lives.</p> <p>Students will:</p> <ul style="list-style-type: none"> Define entrepreneurship and some key qualities of entrepreneurs. Differentiate the important components of a positive, growth mindset from a fixed mindset as a foundation of entrepreneurship. Describe the advantages in life of embracing a growth mindset. Define the entrepreneurial mindset. Describe the key characteristics of a successful entrepreneur’s mindset. 	<p>FL.I. 8. Entrepreneurs take the risk of starting a business because they expect to earn profits as their reward, despite the fact that many new businesses can and do fail. Some entrepreneurs gain satisfaction from working for themselves.</p>	<p>STANDARD 1</p> <p>1.1 Identifies reasons people work.</p> <p>1.2 Describes the relationship between jobs, careers, family life, and leisure activities.</p> <p>1.5 Identifies the knowledge and skills required for a variety of careers of interest to the student.</p> <p>1.6 Compares occupations based on entry-level requirements and skills associated with employment.</p>	<p>Grades 9–10 RI.4 W.4 SL.1,2,3 L.1,2,4,6</p> <p>Grades 11–12 RI.4 SL.1,2,3 L.1,2,3,4,6 W.4 RH.9-12 2,4,7,9</p>
<p>Session Two: Assessing Entrepreneurial Potential</p> <p>Students demonstrate their understanding of the entrepreneurial characteristics by identifying prevalent skills in scenarios. Then, they complete an introspective personal assessment about their entrepreneurial potential.</p> <p>Students will:</p> <ul style="list-style-type: none"> Analyze the characteristics of the entrepreneurial mindset. Evaluate personal entrepreneurial strengths and areas for refinement using an entrepreneurial potential self-assessment. 	<p>FL.I. 8. Entrepreneurs take the risk of starting a business because they expect to earn profits as their reward, despite the fact that many new businesses can and do fail. Some entrepreneurs gain satisfaction from working for themselves.</p>	<p>STANDARD 1</p> <p>1.1 Identifies reasons people work.</p> <p>1.2 Describes the relationship between jobs, careers, family life, and leisure activities.</p> <p>1.3 Completes a self-inventory of skills, experience, education, work preferences, abilities, and values using technological and/or traditional resources as they relate to the job market;</p>	<p>Grades 9–10 RI.2,4,8 SL.1,2,3 L.1-6</p> <p>Grades 11–12 RI.2,4 SL.1,2,3 L.1,4,6 RH.9-12 1,2,4,5,7</p>
<p>Session Three: Creating an Entrepreneurial Action Plan (Optional, Self-Guided)</p> <p>Students craft a personal action plan to start thinking like an entrepreneur in their daily life and career aspirations.</p> <p>Students will:</p> <ul style="list-style-type: none"> Evaluate the results of the entrepreneurial mindset self-assessment. Develop a personal action plan that includes goal setting to strengthen aspects of an entrepreneurial mindset. 	<p>FL.I. 8. Entrepreneurs take the risk of starting a business because they expect to earn profits as their reward, despite the fact that many new businesses can and do fail. Some entrepreneurs gain satisfaction from working for themselves.</p>	<p>STANDARD 1</p> <p>1.4 Develops a career plan for future career options to include job preferences, training requirements, business plan for entrepreneurial options, and tasks/responsibilities;</p>	<p>Grades 9–10 RI.2,4 W.2,4,7 SL.1-6 L.1-6</p> <p>Grades 11–12 RI.2,4 SL.1-6 L.1-6 W.2,4,7 RH 1,2,4,5,7,8,9 WhST 1,4,6,7,9</p>