MADLY PRODUCTIVE PATHWAYS

Unit 1: Entrepreneurship and the Entrepreneur in You

Topic 1.1: What Is Entrepreneurship? Traits and Work Habits

Teacher Lesson Plan

Std: 01.01, 02.03 | Process: CR 02.02, CR 09.07, CR 09.09 | Portfolio: Milestone 1 · Build Step 1

High School Entrepreneurship · Grades 9-12

An independently created educational resource for high school Entrepreneurship and Business Ownership. It is designed to supplement, not replace, teacher-led instruction and your district-adopted materials, and is not affiliated with or endorsed by any state department of education. See “Start Here → Standards & Skills Map” for standards alignment and how to align it to your state.

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1. Topic at a Glance

Topic	1.1 — What Is Entrepreneurship? Traits and Work Habits
Unit	1: Entrepreneurship and the Entrepreneur in You
Estimated Time	2 class periods (45 min each); MCQ set + Short Constructed-Response extend as homework
FL Benchmarks	01.01, 02.03
Process Standards	CR 02.02, CR 09.07, CR 09.09
Portfolio	Milestone 1 · Build Step 1: Founder Trait Scan: rate yourself on entrepreneur traits and work habits, back it up with evidence, and start an idea list.
Portfolio Visual	— (concept visual, no graph)
Case Study	— (one richer case ships per unit in the Unit 1 bonus, not per topic)
Written Practice	Short Constructed-Response — define · identify · explain
Teacher Prep	Print Guided Notes + Vocab Slip + Build Step 1 + Exit Ticket; MCQ & SCR as homework.

PACING

Two 45-minute periods. Day 1: what entrepreneurship is, who counts as an entrepreneur, types, and risks vs. rewards. Day 2: traits, work habits, and the Founder Trait Scan. The MCQ set and Short Constructed-Response are homework.

2. Materials

- **Present:** Slides; Bell Ringer
- **Student Handouts:** Guided Notes; Vocabulary Slip
- **My Venture Project:** Build Step 1 — Founder Trait Scan (the in-class application)
- **Assessment:** Exit Ticket (in class); MCQ Practice Set + Short Constructed-Response (homework)

3. Benchmarks & Success Criteria

01.01: Define entrepreneurship and identify its characteristics.

02.03: Describe personality traits and work habits relevant to the operation of a business; compare to the individual's traits and habits.

By the end of the two periods, students can:

- Define entrepreneurship and explain how an entrepreneur differs from an employee and an inventor.
- Name at least three types of entrepreneurs and give an example of each.
- Explain two risks and two rewards of owning a business.

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- Describe the six traits and six work habits from the lesson, then rate themselves on each with real evidence.

4. The Two Periods, Minute by Minute

Day	Time	Activity	File used
1	0–7	Bell Ringer: Who's the entrepreneur? (three teens, turn-and-talk)	Bell Ringer + slide 2
1	7–20	Mini-lesson: what entrepreneurship is; entrepreneur vs. employee vs. inventor	Slides 3–5 + Guided Notes I–II
1	20–33	Types of entrepreneurs and the risks vs. rewards of owning a business	Slides 6–7 + Guided Notes III–IV
1	33–45	Image analysis: spot the entrepreneur; quick check for understanding	Slide 8
2	0–8	Recap; myth vs. fact: are entrepreneurs born or made?	Slides 9–10
2	8–20	Entrepreneur traits and work habits	Slides 11–12 + Guided Notes V–VI
2	20–38	My Venture Project — Build Step 1: Founder Trait Scan	Build Step 1 + slide 13
2	38–45	Exit Ticket; assign MCQ set + Short Constructed-Response as homework	Exit Ticket; MCQ; SCR

5. Teaching Notes

- **Bell ringer:** most classes pick Jordan (the phone cases) right away. Push on Priya: she invented something, so why isn't she an entrepreneur yet? The answer (she hasn't organized resources or taken on risk to sell it) is the definition.
- **Risks vs. rewards:** keep it honest. Lots of new businesses don't last, and owners often earn nothing in the early months. Students respect the real picture more than a pep talk.
- **Myth vs. fact:** the point is that traits can be built. That's what makes the self-scan useful instead of a personality quiz.
- **Build Step 1:** walk the room and push for evidence. "I'm persistent" isn't evidence. "I retook my driver's test twice" is.

6. Block Schedule

On an 80–90 minute block, teach the definition and types, then move straight into traits and habits and finish with Build Step 1. Drop the Day 2 recap slide.

7. Assessment Guidance

- **Exit Ticket** (in class, 5 min): quick scan; reteach if more than a quarter of the class misses either MCQ.

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- **Build Step 1**: the application artifact; score with the 10-point rubric in the Teacher Notes and file it in the My Venture folder.
- **MCQ Set + SCR** (homework): the SCR practices define / identify / explain with evidence.

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