Unit 3: Solving Problems Creatively

Suggested Timeline: 21 Days

Unit Focus:

Unit 3 encourages innovation and helps students to lead entrepreneurial projects. Students will develop innovative solutions to real-world problems and develop marketable products for a specific field. The performance task asks students to investigate innovation in a specific career field, conduct research on innovation currently occurring in the market, and develop ideas based on a defined audience and target market.

Students Will Know and Be Able To:

- Understand and apply creativity and the habits of effective innovators and entrepreneurs.
- Identify and compare major innovators and entrepreneurs throughout American history.
- Understand how creative habits can be applied to achieve personal and career goals.
- Understand and apply a business plan to a group of stakeholders.
- Create and use a project schedule.
- Develop an engineering design process to develop a client-facing product and business plan.
- Understand the purpose and major components of a Request for Proposal (RFP).
- Identify and compare major innovators and entrepreneurs throughout American history.
- Understand how creative habits can be applied to achieve personal and career goals.
- Understand and apply creativity and the habits of effective innovators and entrepreneurs.

Essential Questions:

- How can I use the engineering design process to effectively solve real-world problems?
- How can processes such as the engineering design process help me develop innovative solutions to real-world problems?
- What are common characteristics of entrepreneurs and how have these characteristics helped to create innovation?
- How can I apply creativity to solve problems?
- What habits and actions are taken by innovative thinkers to develop solutions to real-world problems?
- How can I develop and incorporate innovative qualities to help achieve my personal and career goals?
- How can I apply project management techniques, especially when working in groups and creative thinking, to problems in the real world easily by utilizing a design and creative thinking process?
Unit 3: Solving Problems Creatively

**Goals**

- Critical Thinking Skills
  - thinking critically
  - thinking creatively
  - solving problems

- Career and Life Readiness Competencies
  - Applied Knowledge
  - Financial Literacy
    - finding, evaluating, and applying financial information
  - Executive and Communication Skills
    - demonstrating, presenting, and communicating the information
  - Interpersonal Skills
    - understanding teamwork
    - working well with others
  - Personal Qualities
    - demonstrating responsibility and self-discipline
    - demonstrating flexibility

- Speaking and Listening Standards, Grade 8
  - SL.8.1: Engage effectively in a range of collaborative tasks with diverse partners on a regular basis, using strategies to support a variety of contexts, purposes, and audiences.
  - SL.8.4: Present clari...
### Stage 2: Assessment/Evidence of and for Student Learning

**Curriculum-Embedded Performance Task(s)**: Food Truck Wars

#### Performance Task 1: Food Truck Wars

**Goals**

**Unit 3: Solving Problems Creatively**

**Suggested Timeline:** 21 Days

<table>
<thead>
<tr>
<th>Teacher Observation</th>
<th>Teacher observes students during class discussion.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Journal</td>
<td>Student reviews the engineering design journal to provide feedback to support student understanding of innovation and entrepreneurship.</td>
</tr>
<tr>
<td>Class Discussion</td>
<td>Students actively participate in daily class discussions throughout the unit.</td>
</tr>
</tbody>
</table>

#### Formative Checkpoints

- **Class Discussion** — Students actively participate in daily class discussions throughout the unit.
- **Student Journal** — Student reviews the engineering design journal to provide feedback to support student understanding of innovation and entrepreneurship.
- **Teacher Observation** — Teacher observes students during class discussion.

#### Assessment/Evidence of and for Student Learning

**Curriculum-Embedded Performance Task(s)**: Food Truck Wars

**Performance Task 1: Food Truck Wars**

- **Students will**
  - Research careers in culinary and hospitality service and management, including food trucks and the impact of alternative service models.
  - Write short summaries or capstone papers reflecting on the learning and experiences shared in class discussions.
  - Complete assignments as directed by the teacher, including formative check points.

**Formative Checkpoints**

- **Class Discussion** — Students actively participate in daily class discussions throughout the unit.
- **Student Journal** — Student reviews the engineering design journal to provide feedback to support student understanding of innovation and entrepreneurship.
- **Teacher Observation** — Teacher observes students during class discussion.

**Curriculum-Embedded Performance Task(s)**: Food Truck Wars

- **Teacher Observation** — Teacher observes students during class discussion.
- **Student Journal** — Student reviews the engineering design journal to provide feedback to support student understanding of innovation and entrepreneurship.

**English Language Learners:**

- Refer to *Guidebook for Supporting Students with Disabilities and Language Learners* for strategies to scaffold lesson plans.
- The teacher may provide more complete copies of handouts to scaffold for students.
- Allow some students to use illustrations.
- Use checklist for modifying lesson plans.

**Additional Resources:**

- Provide graphic organizers and guided notes for students.
- Provide checklists for formative and summative assessments.
- Use graphic organizers to support student understanding.
- Model directions and use gestures to support student understanding.
- Provide graphic organizers and guided notes for students.

**English Learner Guidebook** as needed.

- Refer to *Guidebook for Supporting Students with Disabilities and Language Learners* for strategies to scaffold lesson plans.
- The teacher may provide more complete copies of handouts to scaffold for students.
- Allow some students to use illustrations.
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Unit 3: Solving Problems Creatively

Suggested Timeline: 21 Days

Lesson 1: Innovation and Entrepreneurship

Day 1:
- Students will be introduced to the unit and discuss the ideas of invention, innovation, entrepreneurship, and creativity. Students will develop an engineering design journal to record ideas and responses to class discussion and problems.

Day 2:
- Students will complete an activity to summarize and practice the engineering design process. Students will record each step of the process in their engineering design journal.

Day 3:
- Students will use their experience from the tower activity to develop team norms and create their team contract. Students will develop a draft project schedule for PT 3.1.

Lesson 2: Innovators Past and Present

Day 1 and 2:
- Students will conduct research to learn about past and present inventors and entrepreneurs. Students will select one inventor or entrepreneur to research and develop a narrative depiction. Students will prepare a product prototype to deliver a concept to market.

Day 3:
- Students will be introduced to the unit and discuss the ideas of invention, innovation, entrepreneurship, and creativity. Students will conduct market research and develop products that meet the needs of customers, including the development of a food truck concept.

Note: This performance-based task was adapted from CTE Online: Project Schedule.

Schedule:
- Project Evaluation—Students will use the project evaluation template to reflect on the effectiveness of the team contract and project.
- Present that business plan and product concepts to a group of investors.
- Students develop a food truck prototype to deliver a concept to market.
- Food truck schedule:
  - Conduct market research and develop products that meet the needs of customers, including the development of a food truck concept.
  - Student needs of students, including the development of a food truck concept.

Activity Grade:
- Teacher Reviews the activity sheets for students, understanding the culinary and hospitality industry.
- Exit tickets—Teacher reviews exit tickets to determine students’ awareness of the culinary and hospitality industry.

Note: This performance-based task was adapted from CTE Online: Project Schedule.
### Unit 3: Solving Problems Creatively

#### Stage 3: Learning Plan Overview

<table>
<thead>
<tr>
<th>Day</th>
<th>Students will</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>present their reports to the class.</td>
<td>Students will reflect on the personal values/leadership strengths that they need to accomplish their career goals. Students will list possible problems they may have to overcome to achieve their career goals.</td>
</tr>
<tr>
<td>4</td>
<td>discuss PT 3.1 and the business plan components.</td>
<td>Students will apply the engineering design process to complete PT 3.1. Students will review and discuss PT 3.1 and the business plan components.</td>
</tr>
<tr>
<td>5</td>
<td>document the engineering design process in their engineering journal and develop reflection statements on the experience.</td>
<td>Students will develop a feedback model to vet their ideas through a list of questions and market research. Students will use feedback to improve their invention.</td>
</tr>
<tr>
<td>6</td>
<td>brainstorm solutions to the problem.</td>
<td>Students will apply the engineering design process to develop an invention or innovation that solves a problem and will work in teams to apply creativity and peer iteration to the solution.</td>
</tr>
<tr>
<td>7</td>
<td>brainstorm solutions to develop an invention or innovation that solves a problem.</td>
<td>Students will develop a feedback model to vet their ideas through a list of questions and market research. Students will use feedback to improve their invention.</td>
</tr>
<tr>
<td>8</td>
<td>brainstorm solutions to develop an invention or innovation that solves a problem.</td>
<td>Students will apply the engineering design process to complete PT 3.1. Students will review and discuss PT 3.1 and the business plan components.</td>
</tr>
</tbody>
</table>

#### Stage 1: Timeline: 21 days

**Lesson Three: Solving a Problem through Creativity**

- **Day 1:** Students will develop a feedback model to vet their ideas through a list of questions and market research. Students will use feedback to improve their invention.
- **Day 2:** Students will brainstorm solutions to develop an invention or innovation that solves a problem. Students will apply the engineering design process to complete PT 3.1. Students will review and discuss PT 3.1 and the business plan components.
- **Day 3:** Students will brainstorm solutions to develop an invention or innovation that solves a problem. Students will apply the engineering design process to complete PT 3.1. Students will review and discuss PT 3.1 and the business plan components.
- **Day 4:** Students will brainstorm solutions to develop an invention or innovation that solves a problem. Students will apply the engineering design process to complete PT 3.1. Students will review and discuss PT 3.1 and the business plan components.
- **Day 5:** Students will brainstorm solutions to develop an invention or innovation that solves a problem. Students will apply the engineering design process to complete PT 3.1. Students will review and discuss PT 3.1 and the business plan components.
**Lesson One Learning Plan: Innovation and Entrepreneurship: What does it mean, and how is it done?**

<table>
<thead>
<tr>
<th>Stage 3: Learning Plan Overview</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

**Stage 3: Learning Plan Overview**

**Synopsis**

Students will learn about the ideas of innovation and entrepreneurship.

**Essential Questions**

- What habits and actions are taken by innovative thinkers to develop solutions to real-world problems?

**Student Outcomes**

- Students will practice thinking like an innovator and entrepreneur.
- Students will learn about the ideas of innovation and entrepreneurship.

**Stage**

**Suggested Timeline: 21 Days**

**Unit 3: Solving Problems Creatively**

<table>
<thead>
<tr>
<th>Stage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Stage 1: Exploring the Topic</strong>&lt;br&gt;Day 1: Introduction to the concept of innovation and entrepreneurship. Students will discuss the importance of these ideas in the real world.</td>
<td></td>
</tr>
<tr>
<td><strong>Stage 2: Investigating the Topic</strong>&lt;br&gt;Day 2: Students will read and discuss an article about innovation and entrepreneurship. They will brainstorm ideas and develop a project plan.</td>
<td></td>
</tr>
<tr>
<td><strong>Stage 3: Learning Plan Overview</strong>&lt;br&gt;Stage 3: Learning Plan Overview</td>
<td></td>
</tr>
</tbody>
</table>
## Unit 3: Solving Problems Creatively

### Suggested Timeline: 2 Days

**Day 1**
- Students will know and be able to use the engineering design process.
  - General depiction of the engineering design process

**Day 2**
- Students will know and be able to use the engineering design process.
  - General depiction of the engineering design process

### Lesson One: Learning Plan

**Innovation and Entrepreneurship: What does it mean, and how is it done?**

**Assessed Career and Life Readiness Competencies:**
- Thinking creatively is demonstrated through the design process for creating the tallest tower.
- Solving problems is demonstrated as students identify constraints and solutions to building the tallest tower.
- Reasoning is demonstrated through students' ideas and solutions to building the tallest tower.

### Vocabulary for the Learning Plan
- Creativity
- Entrepreneur
- Innovation
- Patent

### Suggested Texts and Resources
- Engineering Is Elementary
- A STEM Project Just in Time for Earth Day
- Engineering Design Process Worksheet
- Design Journals
- Keep a Great Science or Engineering Project Laboratory Notebook
- Engineering on a Dime: 3 STEM Challenges You Can Do Today

### Learning Goals and Formative Checkpoints:

**Day 1**
- Students will know and be able to understand and apply creativity and habits of effective innovators and entrepreneurs.
- Students will know the engineering and design process.

**Formative Assessment:**
- Teacher observation of class discussion
- Teacher review of engineering design journal
- Exit ticket on the engineering design process

**Materials/Resources:**
- Engineering design process link
- Graphic depictions of the engineering design process
- Graphic depictions of an engineering journal

**Day 2**
- Students will know and be able to use the engineering design process.

**Formative Assessment:**
- Teacher observation of class discussion
- Teacher review of engineering design journal

**Materials/Resources:**
- Engineering design process link
- Graphic depictions of the engineering design process
### Lesson One Learning Plan: Innovation and Entrepreneurship

**Synopsis:**
Students will:
- develop team norms and create their team contract.
- develop a draft project schedule for Pt 3.1.
- Students will:
  - Tower activity.

**Materials/Resources:**
- Pt 3.1 Student Resource
- Pt 3.1 Project Schedule
- Pt 3.1 Team Contract
- Pt 3.1 Team Contract

**Formative Assessment:**
- developed a draft project schedule for Pt 3.1.
- developed team norms and create their team contract.

**Suggested Timeline:** 21 Days

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### Learning Events and Formative Checkpoints:

<table>
<thead>
<tr>
<th>Lesson Event</th>
<th>Suggested Timeline</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

### Essential Questions:
- What are common characteristics of innovators, and how have these characteristics helped to create innovation?

### Assessed Career and Life Readiness Competencies:
- Thinking critically is demonstrated as students use the engineering design process to define a problem and brainstorm solutions.
- Locating information is demonstrated through the research process.
- Organizing information is demonstrated by students as they organize research information into a presentation.
- Communicating information is demonstrated through a presentation.

### Suggested Texts and Resources:
- Inc. Magazine
- Black Enterprise Magazine
- Success Magazine
- Entrepreneur Magazine

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### Unit 3: Solving Problems Creatively

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Formative Assessment</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Students will be able to identify and compare major innovators and entrepreneurs throughout American history.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Day 2</th>
<th>Learning Events and Formative Checkpoints:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Entrepreneur Magazine</td>
</tr>
<tr>
<td></td>
<td>Success Magazine</td>
</tr>
<tr>
<td></td>
<td>Black Entrepreneur Magazine</td>
</tr>
<tr>
<td></td>
<td>Innovation and Entrepreneurship: What does it mean, and how is it done?</td>
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### Suggested Timeline: 21 Days
<table>
<thead>
<tr>
<th>Day</th>
<th>Formative Assessment</th>
<th>Materials/Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>teacher observation of class discussion</td>
<td>engineering design journal</td>
</tr>
<tr>
<td>3</td>
<td>teacher review of engineering design journal</td>
<td>Engineering Design Process Graphic Organizer PT 3.1</td>
</tr>
<tr>
<td>3</td>
<td>teacher observation of class discussion</td>
<td>engineering design journal</td>
</tr>
<tr>
<td>4</td>
<td>teacher observation of class discussion</td>
<td>engineering design journal</td>
</tr>
<tr>
<td>4</td>
<td>teacher review of engineering design journal</td>
<td>Engineering Design Process Graphic Organizer PT 3.1</td>
</tr>
<tr>
<td>4</td>
<td>teacher observation of class discussion</td>
<td>engineering design journal</td>
</tr>
<tr>
<td>5</td>
<td>teacher observation of class discussion</td>
<td>engineering design journal</td>
</tr>
<tr>
<td>5</td>
<td>teacher review of engineering design journal</td>
<td>engineering design journal</td>
</tr>
<tr>
<td>5</td>
<td>teacher observation of class discussion</td>
<td>engineering design journal</td>
</tr>
</tbody>
</table>

**Lesson Three Learning Plan: Solving Problems Through Creativity**

**Synopsis**

Students will practice creativity by finding creative solutions to problems. This lesson addresses the essential question: How can I apply creativity to solve problems?

**Materials/Resources**
- Computer access (one per student)
- Internet access (see links above for possible sites)
- Teacher observation of student presentations
- Teacher observation of class discussion

**Suggested Timeline:** 21 Days
### Unit 3: Solving Problems Creatively

#### Suggested Timeframe: 21 Days

<table>
<thead>
<tr>
<th>Learning Events and Formative Checkpoints:</th>
<th>Suggested Texts and Resources:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher refers students to Engineering Design Journal</td>
<td>Engineering on a Dime: 3 STEM Challenges You Can Do Today</td>
</tr>
</tbody>
</table>
| Teacher observation of class discussion | Students will know and be able to:
| Teacher review of the Engineering Design Process during the catapult activity | - Apply the Engineering Design Process to develop an invention or innovation that solves a problem. |
| Teacher review of the Engineering Design Process | - Understand how creative skills can be applied to achieve their personal and career goals. |
| Teacher observation of class discussion | - Work in teams to develop examples of possible inventions and innovation. |
| Engineerings design journal | - Discuss ways in which innovations have developed inventions and innovation. |
| Teacher refers students to Engineering Design Journal | Students will know and be able to:
| Teacher observation of class discussion | - Apply the Engineering Design Process to develop an invention or innovation that solves a problem. |
| Engineerings design journal | - Understand how creative skills can be applied to achieve their personal and career goals. |
| Teacher review of the Engineering Design Process | - Work in teams to develop examples of possible inventions and innovation. |
| Teacher observation of class discussion | - Discuss ways in which innovations have developed inventions and innovation. |

#### Career and Life Readiness Competencies

- Thinking critically is demonstrated as students work to create a successful catapult.
- Solving problems is demonstrated as students brainstorm ways to create, evaluate, and improve their catapult design.
- Thinking critically is demonstrated as students work to create a successful catapult.
Unit 3: Solving Problems Creatively

Lesson 4: Learning Plan: Innovation and Entrepreneurship at Work

Assessed Career and Life Readiness Competencies:

Thinking critically is demonstrated by designing an original food truck.

Creativity and unique Food Trucks PPT
History of Food Trucks PPT
Inside a Food Truck PPT
History of Food Trucks (Student Resources Pt 3.1)
Business Plan template (Student Resources Pt 3.1)
Stop and Say Something Protocol

Suggested Texts and Resources:

● PT 3.1: Student Resource
● PT 3.1: Rubric
● History of Food Trucks Venn Diagram Sheet
● Business plan template (Student Resources Pt 3.1)
● Stop and Say Something Protocol
● Unique Food Truck PPT
● Inside a Food Truck PPT
● History of Food Trucks PPT

Notes

Synopsis
Students will demonstrate creativity by designing and creating a food truck menu and a food truck model. Students will understand innovators often have to seek financial support to make their dream reality. Students will create and present a business plan.

Essential Question(s)

- How can I apply creativity to solve problems?
- How can processes such as the engineering design process help me develop innovative solutions to real-world problems?
- How can I use the engineering design process to effectively solve real-world problems?

Suggested Timeline: 21 Days
### Unit 3: Solving Problems Creatively

#### Lesson 4: Innovation and Entrepreneurship at Work

**Suggested Timeline:** 21 Days

<table>
<thead>
<tr>
<th><strong>Day 1</strong></th>
<th><strong>Day 2</strong></th>
<th><strong>Day 3</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will know and be able to:</td>
<td>Students will know and be able to:</td>
<td>Students will know and be able to:</td>
</tr>
<tr>
<td>Research and apply the <strong>Engineering Design Process</strong> to design and create a local business model.</td>
<td>Research and apply the <strong>Engineering Design Process</strong> to design and create a local business model.</td>
<td>Research and apply the <strong>Engineering Design Process</strong> to design and create a local business model.</td>
</tr>
<tr>
<td><strong>Learning Events and Formative Checkpoints:</strong></td>
<td><strong>Formative Assessment:</strong></td>
<td><strong>Formative Assessment:</strong></td>
</tr>
<tr>
<td>- How Entrepreneurs are Making Big Bucks with Food Trucks</td>
<td>- Utilize a decision matrix to evaluate their food truck idea.</td>
<td>- Utilize a decision matrix to evaluate their food truck idea.</td>
</tr>
<tr>
<td>- History Channel video History of Food Trucks</td>
<td>- Demonstrate creativity and entrepreneurship using the <strong>Engineering Design Process</strong> to design and create a local business model.</td>
<td>- Demonstrate creativity and entrepreneurship using the <strong>Engineering Design Process</strong> to design and create a local business model.</td>
</tr>
<tr>
<td>- Commonplace graphic organizer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Food Truck History PPT</td>
<td></td>
<td></td>
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<tr>
<td>- Business Plan Template</td>
<td></td>
<td></td>
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<tr>
<td>- Concept Board</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Student Handout</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Resources:</strong></td>
<td><strong>Resources:</strong></td>
<td><strong>Resources:</strong></td>
</tr>
<tr>
<td>- PT 3.1.2: teacher observation of class discussion</td>
<td>- Teacher review of reflection statements</td>
<td>- Teacher review of reflection statements</td>
</tr>
<tr>
<td>- PT 3.1.2: student handout</td>
<td>- Teacher review of reflection statements</td>
<td>- Teacher review of reflection statements</td>
</tr>
<tr>
<td>- PT 3.1.2: rubric</td>
<td>- Teacher review of reflection statements</td>
<td>- Teacher review of reflection statements</td>
</tr>
</tbody>
</table>

**Lesson 4 Learning Plan:**

- **History of Food Trucks**
- **Food Truck History PPT**
- **Computers for research**
- **Food Truck History PT**
- **History of Food Trucks**
- **Business Plan Template**
- **Concept Board**
- **Student Handout**
- **Rubric**

**Formative Assessment:**

- Teacher observation of class discussion
- Teacher review of exit tickets to determine students’ awareness on the culinary and hospitality industry
- Teacher review of engineering design journal
- Teacher review of reflection statements

**Resources:**

- PT 3.1.2: student handout
- PT 3.1.2: rubric
- Business plan template
- History Channel video History of Food Trucks
- Concept Board
- Student Handout
- Rubric
Lesson Plan: Solving Problems Creatively

### Unit 3: Solving Problems Creatively

#### Lesson 4: Learning Plan

**Innovation and Entrepreneurship at Work**

**Day 4**

- Students will know and be able to:
  - understand and apply the engineering design process to develop a clean food product and business plan.

**Formative Assessment**
- Teacher review of reflection statements.
- Teacher review of engineering design journal.
- Teacher observation of class discussion.

**Resources**
- Food Network video, "Food Truck Wars.

**Day 5**

- Students will know and be able to:
  - understand and apply the engineering design process to design and create a local business model.
  - demonstrate creativity and entrepreneurship using the engineering design process to develop a clean food product and business plan.

**Formative Assessment**
- Teacher review of reflection statements.
- Teacher review of engineering design journal.
- Teacher observation of class discussion.

**Resources**
- Business plan template.

**Day 6**

- Students will know and be able to:
  - understand and apply the engineering design process to develop a clean food product and business plan.
  - demonstrate creativity and entrepreneurship using the engineering design process to design and create a local business model.

**Formative Assessment**
- Teacher observation of class discussion.
- Teacher review of engineering design journal.
- Teacher review of menus.

**Resources**
- Food Truck Menu PPT.

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**Suggested Timeline: 21 Days**

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### Lesson 4: Solving Problems Creatively

#### Suggested Timeline: 21 Days

#### Unit 3: Solving Problems Creatively

<table>
<thead>
<tr>
<th>Students will know and be able to</th>
<th>Days 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand how food trucks may need to apply through an RFP to operate their business.</td>
<td></td>
</tr>
<tr>
<td>Demonstrate creativity and entrepreneurship using the entrepreneurial design process to design and create a local business model.</td>
<td></td>
</tr>
<tr>
<td>Understand and apply the entrepreneurial design process to develop a clear business plan and business plan.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creative and Unique Food Trucks PPT</td>
</tr>
<tr>
<td>Inside a Food Truck PPT</td>
</tr>
<tr>
<td>Inside a Food Truck Video</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Students will know and be able to</th>
<th>Days 8 and 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create and present a business plan to a group of stakeholders.</td>
<td></td>
</tr>
<tr>
<td>Students will know and be able to</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Resources</th>
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</thead>
<tbody>
<tr>
<td>Creative and Unique Food Trucks PPT</td>
</tr>
<tr>
<td>cereal boxes</td>
</tr>
<tr>
<td>soda bottles</td>
</tr>
<tr>
<td>shoe boxes</td>
</tr>
<tr>
<td>construction paper</td>
</tr>
<tr>
<td>styrofoam cups</td>
</tr>
<tr>
<td>tape</td>
</tr>
<tr>
<td>glue</td>
</tr>
<tr>
<td>scissors</td>
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</table>

<table>
<thead>
<tr>
<th>Students will know and be able to</th>
<th>Day 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>How entrepreneurship and food trucks may develop a business plan for a local business.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

**Lesson Four Learning Plan:** Innovation and Entrepreneurship at Work
Lesson 4: Learning Plan: Innovation and Entrepreneurship at Work

Unit 3: Solving Problems Creatively

Day 11

Students will know and be able to:

Formative Assessment

- Teacher observation of presentations
- Teacher review of projects and business plans
- Teacher observation of class discussion

Resources

- Business plan template

Formative Assessment

- Teacher review of business plans
- Teacher observation of class discussion

Create a business plan and a presentation for stakeholders.