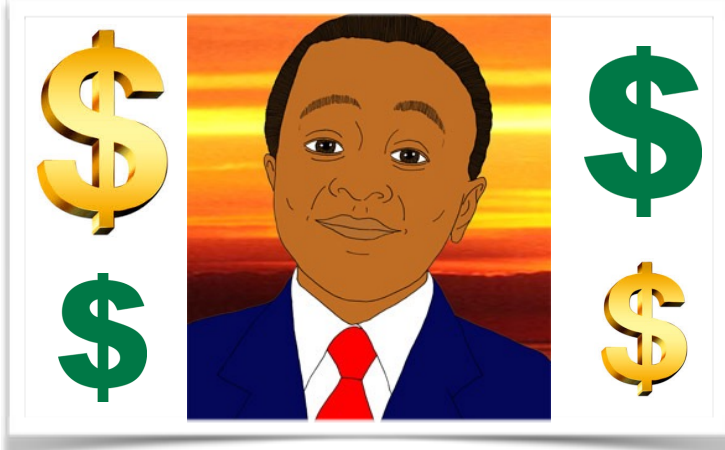


# HTeNTREPRENEURS

Kid entrepreneurship.



## Project Summary

This project launched on our trip to the Spanish Village Art Center in Balboa Park. After returning to school, students reflected on their field work and decided that they wanted to start

their own businesses to raise money. Through the lens of an entrepreneur, students will experience the roles, relationships, and interdependence between producers and consumers. Their visits to local businesses and participation in economics activities through Junior Achievement will help them gain a better understanding of how producers and consumers can influence each other. Students will work in teams to start a business that creates a single product to sell at our exhibition market. The products will be manufactured during art class. They will be responsible for market research and advertising their product. Proceeds will go to a charitable science organization that we will work with during our final project.

**How can we, as entrepreneurs, create a successful business?**

1

### ESSENTIAL QUESTION

How do entrepreneurs create a product based off the wants and needs of their consumers?

2

### ESSENTIAL QUESTION

How can businesses contribute to building a stronger community?

3

### ESSENTIAL QUESTION

How do writers persuade customers to buy a product?



**Spanish Village Art Center**  
January 17th, 2019



**Local Market**  
Learn about marketing.



**Entrepreneurs**  
Experts will visit class throughout the project.

## Learning Objectives

- I can explain the relationship and role between producers and consumers. (SS 2.4.2-3)
- I can solve problems that involve dollars and cents. (Math 2.MD.8)
- I can represent data with a tally chart or bar graph. (Math 2.MD.10)
- I can speak in collaborative conversations with diverse partners. (SL 2.1)
- I can ask and answer questions about what a speaker says in order to clarify understanding, gather information, or deepen understanding. (SL 2.3)
- I can write a paragraph using an opinion format to persuade consumers. (Writing 2.1)
- I can read grade level text with purpose and understanding (RF.2.4)
- I can write complete sentences with appropriate capitalization, punctuation, and spelling. (L.2.2)

## Social Studies

SS 2.4.2 - Understand the role and interdependence of buyers (consumers) and sellers (producers) of goods and services.

SS 2.4.3 - Understand how limits on resources affect production and consumption (what to produce and what to consume).

## Math

Math 2.MD.8 - Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using symbols appropriately.

Math 2.MD.10 - Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.

## Language Arts

Speaking & Listening 2.1 - Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

Speaking & Listening 2.3 - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Writing. 2.1 - Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

Literacy.RF.2.4 - Read with sufficient accuracy and fluency to support comprehension.

Literacy.RF.2.4a - Read grade-level text with purpose and understanding.