



GEORGIA

PEACH STATE PATHWAYS

Career, Technical, & Agricultural Education

MARKETING SALES AND SERVICE

PATHWAY: Marketing & Management
COURSE: Entrepreneurship: Building a Business
UNIT 4.2: Types of Business Locations and Capital Needs



INTRODUCTION

Annotation:

In this unit, students will identify the various types of locations for a business found in a community by mapping out their community and researching zoning laws. Students will also identify the capital needed to start their business and how and where to get the cash to purchase the capital equipment.

Grade(s):

X	9 th
X	10 th
X	11 th
X	12 th

Time:

Approximately 5 – 90 minutes blocks or 9 – 50 minute periods.

Author:

Stacey Orr

Additional Author(s):

Students with Disabilities:

For students with disabilities, the instructor should refer to the student's IEP to be sure that the accommodations specified are being provided. Instructors should also familiarize themselves with the provisions of Behavior Intervention Plans that may be part of a student's IEP. Frequent consultation with a student's special education instructor will be beneficial in providing appropriate differentiation.



FOCUS STANDARDS

GPS Focus Standards:

MKT- EN-4 Compile a business plan worksheet.

- a. Discuss types of business locations.
- g. Discuss sources of capital used by entrepreneurs.
- h. Compare and contrast sources of available capital.

GPS Academic Standards:

ELA12W1. The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure.

ELA12W3. The student uses research and technology to support writing.

SSEF5. The student will describe the roles of government in a market economy.

SSEMI4. The student will explain the organization and role of business and analyze the four types of market structures in the U.S. economy.

SSEPF5. The student will describe how insurance and other risk-management strategies protect against financial loss.

National / Local Standards / Industry / ISTE:



UNDERSTANDINGS & GOALS

Enduring Understandings:

- Students will understand that there are specific uses for land that the local government controls through zoning laws.
- Students will understand business owners should have access to money from a variety of sources to help them purchase capital needed to start a business.

Essential Questions:

- What is the best location for my business?
- What are zones and who decides them?
- What do I need to start up my business?
- Where do I get the money to buy the things I need to start up my business?

Knowledge from this Unit:

- Land in a community has various uses including agricultural, commercial, residential, industrial, public/institutional, parks and recreation, transportation/communication, forestry, and vacant. These are all zoned by the local government.
- There are different types of locations for a business that includes retail, manufacturing, and E-business, each having their own criteria for selection.

- Entrepreneurs need capital to start their business. Entrepreneurs have access to various financing sources including equity and debt sources, each having their own advantages and disadvantages.

Skills from this Unit:

- Students will be able to select major business locations on a map and analyze the map for possible new business opportunities.
- Students will be able to determine major capital needs needed to start their businesses, suppliers for those capital resources, and the amount of money they will need to purchase the capital equipment.



ASSESSMENT(S)

Assessment Method Type:

- ☐ Pre-test
- ☐ Objective assessment - multiple-choice, true- false, etc.
 - ☐ Quizzes/Tests
 - ☐ Unit test
- ☒ Group project
- ☐ Individual project
- ☐ Self-assessment - May include practice quizzes, games, simulations, checklists, etc.
 - ☐ Self-check rubrics
 - ☐ Self-check during writing/planning process
 - ☐ Journal reflections on concepts, personal experiences and impact on one's life
 - ☐ Reflect on evaluations of work from teachers, business partners, and competition judges
 - ☐ Academic prompts
 - ☐ Practice quizzes/tests
- ☒ Subjective assessment/Informal observations
 - ☐ Essay tests
 - ☐ Observe students working with partners
 - ☐ Observe students role playing
- ☐ Peer-assessment
 - ☐ Peer editing & commentary of products/projects/presentations using rubrics
 - ☐ Peer editing and/or critiquing
- ☐ Dialogue and Discussion
 - ☐ Student/teacher conferences
 - ☐ Partner and small group discussions
 - ☐ Whole group discussions
 - ☐ Interaction with/feedback from community members/speakers and business partners
- ☐ Constructed Responses
 - ☐ Chart good reading/writing/listening/speaking habits
 - ☐ Application of skills to real-life situations/scenarios
- ☐ Post-test

Assessment(s) Title:

4.2_Assessment

Assessment(s) Description/Directions:

Attachments for Assessment(s):



LEARNING EXPERIENCES

Sequence of Instruction

1. Identify the Standards. Standards should be posted in the classroom for each lesson.
 - MKT-EN-4 Compile a business plan worksheet.
 - a. Discuss types of business locations.
 - g. Discuss sources of capital used by entrepreneurs.
 - h. Compare and contrast sources of available capital
2. Review Essential Questions.
 - What is the best location for my business?
 - What are zones and who decides them?
 - What do I need to start up my business?
 - Where do I get the money to buy the things I need to start up my business?
3. Warm-Up: Have students respond to the phrase “location, location, location” by explaining what the phrase implies and how it applies to businesses. Have them write at least one paragraph.
4. Location. Hand students the Location Graphic Organizer. Have them fill it in as you give them the Site Selection notes. Make sure you add a discussion about your community as it relates to the PowerPoint so that students are better able to understand the material.
5. Have students log onto Google maps to find a map of either the city or county in which they live. The teacher may also provide a map of the city or county for the students. The map should have major roads, water sources, and/or any other important resources. Break students into teams of 2 to 4 people and give instructions for re-drawing the map on a large piece of either poster board or chart paper labeling the major uses of land and the locations of businesses and neighborhoods in their communities. See the hand-out “A look at our Community.” Use the attached rubric for grading.
6. Give students the “Financing your business” graphic organizer. Instruct them to use the organizer for taking notes on the “Financing Your Business” PowerPoint.
7. Now that the students have found a location for their businesses, they will need to identify what they need to open their businesses and how they plan on purchasing the equipment. Using the “Business Start-Up Needs” worksheet, have students brainstorm a list of equipment they will need to start their own businesses. They need to make a complete list, so you will need to guide them through this process. After they have brainstormed, you may provide them with Office Depot catalogs, school store supply catalogs or the Internet so that they can find the sources of the items and about how much it will cost them to start their businesses. These are going to be estimates, so tell the students not to get too involved in finding the exact item if it becomes too difficult. You will need to follow up with a discussion of the questions at the bottom of the “Business Start-Up Needs.”

8. Identify and review the unit vocabulary.

Attachments for Learning Experiences:

- Location Graphic Organizer
- Location PowerPoint
- A Look at Our community Activity worksheet with rubric
- Financing your Business Graphic Organizer
- Financing your business PowerPoint
- Business Start-Up Needs Activity

Notes & Reflections:

A guest speaker from a bank would be great in this unit to discuss personal finance and business lending.



CULMINATING PERFORMANCE TASK

Culminating Unit Performance Task Title:

Culminating Unit Performance Task Description/Directions/Differentiated Instruction:

Attachments for Culminating Performance Task:



UNIT RESOURCES

Web Resources:

Attachment(s):

Materials & Equipment:

What 21st Century Technology was used in this unit:

<input checked="" type="checkbox"/>	Slide Show Software
<input type="checkbox"/>	Interactive Whiteboard
<input type="checkbox"/>	Student Response System
<input type="checkbox"/>	Web Design Software
<input type="checkbox"/>	Animation Software
<input type="checkbox"/>	Email

<input type="checkbox"/>	Graphing Software
<input checked="" type="checkbox"/>	Calculator
<input type="checkbox"/>	Desktop Publishing
<input type="checkbox"/>	Blog
<input type="checkbox"/>	Wiki
<input checked="" type="checkbox"/>	Website

<input type="checkbox"/>	Audio File(s)
<input checked="" type="checkbox"/>	Graphic Organizer
<input type="checkbox"/>	Image File(s)
<input type="checkbox"/>	Video
<input type="checkbox"/>	Electronic Game or Puzzle Maker

