



# GEORGIA

PEACH STATE PATHWAYS

Career, Technical, & Agricultural Education

## MARKETING SALES AND SERVICE

**PATHWAY:** Marketing & Management

**COURSE:** Entrepreneurship: Building a Business

**UNIT 5.2:** Business Licenses



## INTRODUCTION

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**Annotation:**

This is a short lesson on business licenses and permits needed to officially open a business. There is a PowerPoint and graphic organizer as well as a short activity.

**Grade:**

X	9 <sup>th</sup>
X	10 <sup>th</sup>
X	11 <sup>th</sup>
X	12 <sup>th</sup>

**Time:**

Approximately 2 – 90 minute blocks or 4 – 50 minutes periods

**Author:**

Stacey Orr

**Additional Author(s):**

Information from [www.score.gov](http://www.score.gov), an article called “Obtaining a Business License” by Erica Diamond

**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

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### GPS Focus Standards:

**MKT-EN-5 Determine the effect of government on business.**

c. Determine licenses needed by a small business.

### GPS Academic Standards:



## UNDERSTANDINGS & GOALS

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### Enduring Understandings:

- Students will understand that they will need a local business license to operate their business.
- Students will understand that the IRS is the place to obtain an employer identification number for tax purposes.
- Students will understand the several types of business permits needed for various business reasons/functions.

### Essential Questions:

- What is a business license?
- Why do I need a business license?

### Knowledge from this Unit:

- Students will know that they will need a local business license to operate their business.
- Students will know that the IRS is the place to obtain an employer identification number for tax purposes.
- Students will know that there are several types of business permits needed for various business reasons/functions.

### Skills from this Unit:

- Students will hypothetically be able to obtain a business license.
- Students will explain the different types of business permits needed.



# ASSESSMENT(S)

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## 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:

Business License Brochure

## Assessment(s) Description/Directions:

See attachment for directions.

## Attachments for Assessment(s):

Business License Brochure with Rubric Word document



# LEARNING EXPERIENCES

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## Sequence of Instruction

1. Identify the Standards. Standards should be posted in the classroom for each lesson.
  - MKT-EN-5 Determine the effect of government on business.
    - c. Determine licenses needed by a small business.
2. Review Essential Questions.
  - What is a business license?
  - Why do I need a business license?
3. Identify and review the unit vocabulary.
4. Warm-Up: Have students explain what a drivers license is and what does it allow them to do. They should be able to write a few sentences about this – not just allows me to drive. You can then lead into a discussion about why we need a driver's license, what their intended purpose is, how much they cost, what happens if you don't have one, etc.
5. Hand out the "Business License" graphic organizer to students and have them fill it in as you show the "Business License" PowerPoint. Link the information to the driver's license example.
6. Have students complete the Business License brochure using the "Business License Brochure Instructions" handout.

## Attachments for Learning Experiences:

- Business License Graphic Organizer
- Business License PowerPoint
- Business License Brochure Instructions

## Notes & Reflections:



# CULMINATING PERFORMANCE TASK

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## Culminating Unit Performance Task Title:

Field trip to the courthouse

## Culminating Unit Performance Task Description/Directions/Differentiated Instruction:

Field trips are often denied, but one that I was able to get approved was to our local courthouse during our 90-minute class period. I called the business license office at our local county courthouse and she arranged a 30 minute tour showing us how to register a business name, the business application process,

and how to fill out the proper paperwork. They even put together a bag of goodies for the students. You may want to see if this is possible for your group as they love leaving the classroom, even if it is for a few minutes. It really showed them that what they were learning about was real stuff!

#### **Attachments for Culminating Performance Task:**



## **UNIT RESOURCES**

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#### **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"/>	Graphing Software	<input type="checkbox"/>	Audio File(s)
<input type="checkbox"/>	Interactive Whiteboard	<input type="checkbox"/>	Calculator	<input checked="" type="checkbox"/>	Graphic Organizer
<input type="checkbox"/>	Student Response System	<input type="checkbox"/>	Desktop Publishing	<input type="checkbox"/>	Image File(s)
<input type="checkbox"/>	Web Design Software	<input type="checkbox"/>	Blog	<input checked="" type="checkbox"/>	Video
<input type="checkbox"/>	Animation Software	<input type="checkbox"/>	Wiki	<input type="checkbox"/>	Electronic Game or Puzzle Maker
<input type="checkbox"/>	Email	<input checked="" type="checkbox"/>	Website		