

Course Title:

FOUNDATION FOR FREE ENTERPRISE
DESIGN PROJECT
Mini Course

GRADE 7: RESTAURANT DESIGN

GRADE 8: MALL DESIGN

Length:

Two Months

DEPARTMENT:

Gifted and Talented
Brenda Fargo, Coordinator
Brenda Fargo, Teacher

Schools:

Pierrepoint
Union

Date:

Winter 2006

January 2, 2006

RUTHERFORD PUBLIC SCHOOLS
Rutherford, New Jersey

GIFTED AND TALENTED DEPARTMENT

FOUNDATION FOR FREE ENTERPRISE
MINI COURSE
GRADES 7 & 8

1. Introduction/Overview/Philosophy

The Foundation for Free Enterprise, sponsored by the Emil Buehler Foundation and in cooperation with the local school district, offers students an opportunity to participate in an exercise that uses real life skills. Students will work in teams and design restaurants (grade 7) or malls (grade 8). They will choose the location of their business, calculate costs, design the site, market the idea, and devise a business plan. Student products are evaluated by representatives from the Foundation for Free Enterprise at the end of the course; students whose design would receive a bank loan receive trophies.

2. Objectives

a. Students will be able

1. To demonstrate an understanding of a free enterprise economy (4.1, 6.1, 6.2, 6.5);
2. To fulfill the responsibilities associated with his/her corporate role;
3. To contribute to the overall design of the restaurant/mall (3.2, 3.3, 3.4, 4.2, 4.5, 9.2);
4. To function well as a team member, actively participating and making meaningful contributions (9.2);
5. To participate in the public presentation of the team's proposal (3.1, 3.2, 3.3, 3.4, 8.1, 9.2);
6. To gather necessary information for the design project (3.1, 3.4, 3.5, 4.1, 4.2, 4.4, 4.5, 5.1, 5.10, 6.6, 8.1, 8.2).

b. Course Outline

A. The Restaurant/Mall

1. What type of customer do you wish to attract?
2. What price range do you wish to select, based upon market research?
3. What will you feature?
4. Where will it be located?
5. Why do you believe you will be successful?

B. The Marketing Campaign

1. What name will be given to your business?
2. What images do you wish consumers to associate with your business?
3. How will you encourage patronage?

4. How will you advertise?
5. What activities will be linked to your business?

C. Business Practices

1. Who are your employees?
2. What is your budget?
3. How will your business benefit from its location?
4. How will you survey the market?

D. The Company's Presentation

1. Introduction
2. Features of your business
3. Method of operation
4. Advertising and promotional material
5. Other ideas

E. Evaluation

1. Overall design
2. Marketing strategies
3. Creativity and problem solving techniques
4. Application of free enterprise theory.

5. New Jersey Core Curriculum Content Standards

The following New Jersey Core Curriculum Content Standards are integrated into this multidisciplinary course:

Language Arts Literacy List of Standards

- 3.1 (Reading) All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers and will read a variety of materials and texts with fluency and comprehension.
- 3.2 (Writing) All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.
- 3.3 (Speaking) All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes.
- 3.4 (Listening) All students will listen actively to information from a variety of sources in a variety of situations.
- 3.5 (Viewing and media literacy) All students will access, view, evaluate, and respond to print, nonprint, and electronic texts and resources.

Mathematics List of Standards

- 4.1 (Numbers and numerical operations) All students will develop number sense and will perform standard numerical operations and estimates on all types of numbers in a variety of ways.
- 4.2 (Geometry and measurement) All students will develop spatial sense and the ability to use geometric properties, relationships, and measurement to model, describe and analyze.
- 4.4 (Data analysis, probability, and discrete mathematics) All students will develop an understanding of the concepts and techniques of data analysis, probability, and discrete mathematics, and will use them to model situations, solve problems, and analyze and draw appropriate inferences from data.
- 4.5 (Mathematical processes) All students will use mathematical processes of problem solving, communication, connections, reasoning, representations, and technology to solve problems and communicate mathematical ideas.

Science List of Standards

- 5.1 (Scientific processes) All students will develop problem-solving, decision-making and inquiry skills reflected by formulating usable questions and hypotheses, planning experiments, conducting systematic observations, interpreting and analyzing data, drawing conclusions and communicating results.
- 5.10 (Environmental studies) All students will develop an understanding of the environment as a system of interdependent components affected by human activity and natural phenomena.

Social Studies List of Standards

- 6.1 All students will utilize historical thinking, problem solving, and research skills to maximize their understanding of civics, history, geography, and economics.
- 6.2 (Civics) All students will know, understand and appreciate the values and principles of American democracy and the rights, responsibilities, and roles of a citizen in the nation and the world.
- 6.5 (Economics) All students will acquire an understanding of key economic principles.
- 6.6 (Geography) All students will apply knowledge of spatial relationships and other geographic skills to understand human behavior in relation to the physical and cultural environment

Technological Literacy List of Standards

- 8.1 (Computer and information literacy) All students will use computer applications to gather and organize information and to solve problems.
- 8.2 (Technology education) All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world as they relate to the individual, society, and the environment

Career Education and Consumer, Family, and Life Skills List of Standards

- 9.2 (Consumer, family, and life skills) All students will demonstrate critical life skills in order to be functional members of society.

3. Proficiency Levels

This mini course is offered to students in grades 7 & 8 who have qualified for the Gifted and Talented Program.

4. Methods of Assessment

a. Student Assessment

The teacher will provide a variety of assessments which may include, but are not limited to, the following: teacher observation of cooperative learning, critiquing of student design plans, evaluation of student preparation binder and its content, and evaluation of any products produced by the design teams.

Representatives from the Foundation for Free Enterprise will evaluate the final presentations, determining which design teams would receive a loan from a bank for their business if this were a real-life presentation.

b. Curriculum Assessment/ Teacher Assessment

The teacher/ Gifted and Talented Department coordinator will review this course periodically and make suggestions to representatives from the Foundation for Free Enterprise.

5. Grouping

Students self-select this mini course in grades 7 & 8.

6. Articulation/ Scope & Sequence/ Time Frame

This program encompasses two months of work, with students meeting for a 90-minute period each week. In addition, students may meet for a longer period of time for the introductory economic and marketing lectures and for the closing presentation and evaluation of the design phase.

7. **Resources**
 - a. **Speakers**

Speakers from the Foundation for free Enterprise give introductory lectures in the free market economy and marketing techniques.
 - b. **Technology**

Students use computer software to produce professional presentation binders and for doing research on current real estate values and prices for goods.
 - c. **Texts**

Each student receives a booklet from the Foundation for free Enterprise which details the project with definitions of terms, worksheets, and budget outlines.

8. **Methodologies**

Methods include but are not limited to :

 - Cooperative learning
 - Brainstorming
 - Role playing corporate roles
 - Class discussion
 - Public speaking practice
 - Individual and group research

9. **Suggested Activities**
 - Research on real estate, applying for a loan, construction and renovation costs, prices of goods, etc
 - Designing a logo
 - Floor plan
 - Menu/list of stores
 - Surveys
 - Visiting restaurant/mall
 - Having speakers from these businesses answer student questions
 - Costs
 - Health care for employees
 - Public speaking

10. **Interdisciplinary Connections**

The students must utilize skills in both mathematics and language arts to prepare their final presentation. In addition, creativity and problem solving techniques are what help make a business successful. Students also use technology to produce their presentation binder and public speaking skills to communicate their ideas.

11. **Professional Development**

As per the PIP/100 hour statement: the teacher will continue to improve expertise through participation in a variety of professional development opportunities. Specialized professional development for teachers in the Gifted and Talented Department is offered through the Bergen County Consortium of Teachers of the Gifted (BCCTG), the New Jersey Association for Gifted Children (NJAGC), and the Summer Institute for the Gifted (SIG).