

# NORTHDALÉ CITY PROJECT LESSON PLAN

**Student Teacher** Steve Schrack

**Date** 12/04/2025

**Course:** Introduction to Business

**Grade Level** 9<sup>th</sup>- 12<sup>th</sup>

## Pennsylvania Academic Standards and Common Core Standards

- **15.4.12.A:** Evaluate entrepreneurial opportunities and business ideas
- **15.3.12.C:** Analyze factors affecting business location and operations
- **CCSS.ELA-LITERACY.W.9-10.4:** Produce clear and coherent writing appropriate to task and purpose
- **Career Readiness:** Demonstrate creativity, financial literacy, and decision-making.

## Objectives

### Students will:

- Develop a business concept including purpose, target market, and operations
- Create a realistic business budget within a \$1,000,000 constraint
- Analyze how location, design, and costs impact business success
- Apply entrepreneurial thinking to design a business for the Northdale City Project

## Vocabulary

**Tier 1:** - Tier one consists of the most basic words.

- Business
- Budget
- Customer

**Tier 2:** – Tier two consists of high frequency words that occur across a variety of domains.

- Target Market
- Location Strategy
- Revenue
- Expenses
- Profit

**Tier 3 (Content-Specific):**

- Entrepreneurship
- Fixed Costs
- Variable Costs
- Business Model
- Market Positioning

## Essential Question(s)

**“Over-arching questions that focus on a key concept, enduring understanding, and/or big idea to prompt inquiry” (Hayes Jacobs). Essential questions...**

- What makes a business idea successful in a competitive market?
- How do financial decisions impact business success?
- Why is location critical when designing a business?
- How can entrepreneurs balance creativity with realism?

## Materials and Resources

***What materials and resources do you need or prepare for in advance to successfully complete this lesson and activities?***

- 3.2 Northdale Individual Business Budget (Google Doc)
- 3.2 Business Outline Description (Google Doc)
- Northdale Building Design Templates
- Construction Directions & Requirements
- Boxes (varying sizes)
- Road templates
- Smart Board
- Student devices

## Instructional Procedure/Activities

***What is the general outline of your lesson and what activities will you use to engage students?***

***Instructional Procedures (WHERE TO):***

### **W - WHERE and WHY:**

- Introduce the Northdale City Project
- Explain that students will act as entrepreneurs and city planners
- Review final outcome: business design, budget, marketing, and construction

### **H - HOOK:**

- Ask:  
“If you had \$1,000,000 to start a business, what would you build—and where?”
- Show 2–3 real-world business examples (restaurant, retail, service)
- Quick Think-Pair-Share

### **E - EQUIP:**

#### **Part 1: Business Outline**

- Students begin planning using the Business Outline document:
  - Business name and description
  - Business type
  - Target market
  - Location (Level 1–5)
  - Hours of operation
  - Mission statement
- Teacher models an example (e.g., coffee shop or gym)

#### **Part 2: Budget Planning**

- Students begin the \$1,000,000 budget:
  - Select property level (cost vs traffic)
  - Choose building size
  - Add exterior features (grass, signage, etc.)

- Plan interior items (equipment, furniture)
- Track spending and remaining balance
- Teacher circulates and supports decision-making

**R - RETHINK and REFLECT:**

- Students pair up and discuss:
  - “Does your business make financial sense?”
  - “What would you change to improve it?”
- Encourage revisions to improve realism

**E - EVALUATE:**

- Teacher checks:
  - Completion of outline sections
  - Budget accuracy and tracking
  - Realistic business decisions

**T - TAILORED:**

- Visual Learners: Use design templates and layout visuals
- Kinesthetic Learners: Future building construction phase
- Verbal Learners: Peer discussions and business pitch ideas
- Support Needs:
  - Guided notes
  - Budget checklist
  - Teacher conferencing

### Differentiation

**Visual/Spatial:** Provide business layout examples, building design templates, and sample storefront visuals to help students visualize their business design and location within Northdale

**Verbal/Linguistic:** Emphasize class discussions, peer feedback, and written explanations in the business outline to help students articulate their ideas and decisions

**Kinesthetic:** Engage students in hands-on planning by organizing budget items, sketching layouts, and preparing for the physical construction phase of their business

**Intrapersonal:** Encourage reflective thinking through written responses about why they chose their business, target market, and how their decisions impact success

### Higher-Order Thinking

- **Level 1 (Recall):** What is your total budget?
- **Level 2 (Skill – Concept):** Explain your target market
- **Level 3 (Strategic Thinking):** Justify your business location choice
- **Level 4 (Extended Thinking):** Evaluate whether your business would succeed in Northdale

**Assessment(s)****Formative:**

- Completion of Business Outline
- Budget tracking accuracy
- Participation in discussions

**Summative:**

- Final business design
- Physical building construction
- Marketing plan
- Project presentation

**Closure/Follow-up/Homework****Closure:**

- Ask students:
  - “What was the hardest decision you made today?”
  - “What would you change about your business so far?”
- Reinforce:
  - Successful businesses require planning, budgeting, and strategy

**Homework:**

No Homework – All in class work