

Curriculum Map Module 1 Jorge Fierro

Jorge Fierro: The Journey of An Entrepreneur

Essential Questions

1. What does it take to become a successful entrepreneur?
2. What is a 'black sheep wearing the bell' a metaphor of and what is the significance?

Learning Intentions – In this Module, students will:

1. Recognize the importance of self appreciation and following your own journey;
2. Understand the significance of community when starting and running a business;
3. Interact with digital storytelling as a learning tool;
4. Explain how hardships can present opportunity;
5. Define and reframe your definition of success;
6. Generate an entrepreneurial idea and design a business plan
7. Employ art as an aesthetic tool to generate ideas and inspiration

Success Criteria

1. I can complete the preliminary steps to applying for a loan to fund my business idea.
2. I can explain one challenge with starting this business and what I can do to overcome this challenge.

Learning Outline

This 3.5-hour module is based on Jorge Fierro: The Journey Of An Entrepreneur, a 3-part video presentation by Jorge Fierro. Though the videos tell his story in chronological order, they can be watched and the curriculum presented in sections as time allows.

- 20 minutes: Launch Activity– Pre-Viewing: Part I: Leaving Mexico for the United States
- 15 minutes: While Viewing– Part I: Leaving Mexico for the United States
- 15 minutes: Post-Viewing– Part I: Leaving Mexico for the United States
- 3 minutes: Pre-Viewing – Part II: The Road to Becoming A Salt Lake Entrepreneur
- 22 minutes: While Viewing– Part II: The Road to Becoming A Salt Lake Entrepreneur
- 10 minutes: Post-Viewing– Part II: The Road to Becoming A Salt Lake Entrepreneur
- 1 minute: Launch Activity– Part III: On Art, Community, And Giving As Pathways To Success
- 14 minutes: While Viewing– Part III: On Art, Community, And Giving As Pathways To Success
- 10 minutes: Post-Viewing– Part III: On Art, Community, And Giving As Pathways To Success
- 45 minutes: Demonstration– Creating a Vision Board For Your Business Idea
- 60 minutes: Making Connections–Integration Project–Funding your Business For Real

Standards Targeted Throughout Curriculum (Expanded Version Below)
Module 1: Jorge Fierro: The Journey of An Entrepreneur

Core Standards for Social Studies (7-12):

World Geography (WG) Strand 3: Culture (WG3.3-3.4)

Core Standards for English Language Arts (7-12):

Reading Informational Text (RI 7.3-12.3)

Writing: (W7.4-12.4; W7.3-12.3)

Speaking and Listening: (SL7.1-12.1; SL7.5-12.5)

National Arts Standards (Visual & Media Arts 7-12):

Creating: Anchor Strands (1-3)

Performing, Presenting, Producing: Anchor Strands (4-6)

Responding: Anchor Strands (7-9)

Connecting: Anchor Strands (10-11)

National Film Study Standards (NFSS)

Standard 5.0 Cross-Curricular Connection

AASL National School Library Standards:

Shared Foundations Anchors:

Inquire

Include

Collaborate

Standards: Expanded

Core Standards for Social Studies (7-12):

World Geography Strand 3: Culture (grades 9 & 10)

3.3: Students will identify how culture influences sense of place, point of view and perspective, and the relative value placed upon people and places.

3.4: Students will identify the causes, methods, and effects for the diffusion and distribution of cultural characteristics among different places and regions.

Core Standards for English Language Arts (7-12):

Reading: Informational Text (RI):

RI 7.3-12.3: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

Writing (W):

W7.4-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W7.3-12.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences

Speaking and Listening (SL):

SL7.1-12.1: Initiate and participate effectively in a range of collaborative discussions (one-to-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

SL7.5-12.5: Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

National Arts Standards (Visual & Media Arts 7-12):

Creating: (Anchor Strands 1-3)

Anchor Strand 1: Generate and conceptualize artistic ideas and work.

Anchor Strand 2: Organize and develop artistic ideas and work.

Anchor Strand 3: Refine and complete artistic work.

Performing, Presenting, Producing: Anchor Strands (4-6)

Anchor Strand 4: Select, analyze and interpret artistic work for presentation.

Anchor Strand 5: Develop and refine artistic techniques and work for presentation.

Anchor Strand 6: Convey meaning through the presentation of artistic work.

Responding: Anchor Strands (7-9)

Anchor Strand 7: Perceive and analyze artistic work.

Anchor Strand 8: Interpret intent and meaning in artistic work.

Anchor Strand 9: Apply criteria to evaluate artistic work.

Connecting: Anchor Strands (10-11)

Anchor Strand 10: Synthesize and relate knowledge and personal experiences to make art.

Anchor Strand 11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

National Film Study Standards (NFSS)

Standard 5.0 Cross-Curricular Connections: Students first tap their knowledge of other disciplines to study a film. They then apply what they have learned about film to other disciplines, making connections between film and literature/language arts, film and history/social studies, film and other arts, and film and sciences.

AASL National School Library Standards

Shared Foundations Anchors:

INQUIRE

Display curiosity and initiative by: Formulating questions about a personal interest or a curricular topic; Recalling prior and background knowledge as context for new meaning.

Engage with new knowledge by following a process that includes: Using evidence to investigate questions; Devising and implementing a plan to fill knowledge gaps; Generating products that illustrate learning.

Adapt, communicate, and exchange learning products with others in a cycle that includes: Interacting with content presented by others; Providing constructive feedback; Acting on feedback to improve; Sharing products with an authentic audience.

Participate in an ongoing inquiry-based process by: Continually seeking knowledge; Engaging in sustained inquiry; Enacting new understanding through real-world connections; Using reflection to guide informed decisions.

INCLUDE

Contribute a balanced perspective when participating in a learning community by: Articulating an awareness of the contributions of a range of learners; Adopting a discerning stance toward points of view and opinions; expressed in information resources and learning products; Describing their understanding of cultural relevancy and placement within the global learning community.

Adjust their awareness of the global learning community by: Interacting with learners who reflect a range of perspectives; Evaluating a variety of perspectives during learning activities; Representing diverse perspectives during learning activities.

Exhibit empathy with and tolerance for diverse ideas by: Engaging in informed conversation and active debate; Contributing to discussions in which multiple viewpoints on a topic are expressed.

Demonstrate empathy and equity in knowledge building within the global learning community by: Seeking interactions with a range of learners; Demonstrating interest in other perspectives during learning activities; Reflecting on their own place within the global learning community.

COLLABORATE

Identify collaborative opportunities by: Demonstrating their desire to broaden and deepen understandings; Developing new understandings through engagement in a learning group; Deciding to solve problems informed by group interaction.

Participate in personal, social, and intellectual networks by: Using a variety of communication tools and resources; Establishing connections with other learners to build on their own prior knowledge and create new knowledge.

Work productively with others to solve problems by: Soliciting and responding to feedback from others; Involving diverse perspectives in their own inquiry processes.

Actively participate with others in learning situations by: Actively contributing to group discussions; Recognizing learning as a social responsibility.