

**Marketplace for Kids
Introductory Course
Review**

Marketplace for Kids CEC Overview

1. *True or False.* Marketplace for kids is a free, non-competitive program where each child learns benefits, and grows through their participation.
____ True ____ False
2. MfK Was created as a forum for:
3. The Mission of MfK is:
4. The Primary Goal of MfK is to expose students in Grades 3-8 to:
5. The MfK program has been recognized as a:
_____.
6. Education Days provide information and encouragement for:
7. *True or False.* All Education Day students are not required to give feedback on Education Day activities? ____ True ____ False
8. Education Days provide Project Students a platform to present their:
9. *True or False.* All Project Students are required to answer a set of questions posed to them from their peers: ____ True ____ False

10. Project-Based Learning promotes what (4) types of learning?
 _____, _____, _____ and
 _____.
11. Since the _____ thousands of children in ND and MN have created individual projects using the Project-Based Learning Model.
12. *True or False.* The MfK Learning Guide was designed to provide ONLY teachers with ideas, information, and lesson plans to provide entrepreneurial learning? ____ True ____ False
13. The Learning Guide encourages students to think in more _____, _____ ways to solve problems and to _____ new ideas through _____ and _____ learning opportunities.
14. The Learning Guide encourages _____ skills to begin to grow at an _____ level and continue into _____ fostering a lifelong learning mentality.
15. Many activities in the MfK Learning Guide gives students the opportunity to: _____ accomplishing _____ thinking rather than _____ thinking.
16. The MfK Learning Guide provides a multitude of _____ and _____ designed to _____ and _____ students.
17. The _____ helps students display and protect their concepts and ideas.
18. To involve students in Project-Based Learnings and teach new subject areas, the _____ should be utilized.
19. _____ is five steps for building more active and innovative thinkers.

20. An acronym representing a thinking and decision-making process is:
_____.
21. _____ an innovation for students to examine. They will _____ specific innovations so you can help them _____ what motivated the producer, teacher, or civic leader to implement what they considered to be improvements. The next action engages student's creative potential as they _____ new innovations and their analytic and evaluate skills as they _____ which ones have the best potential for success.
22. _____ is a key driver of our economy.
23. _____ and a high majority of jobs are _____ started by entrepreneurially minded individuals.
24. Individuals exposed to entrepreneurship express that they have _____, have _____ and an _____.
25. _____ is a lifelong learning process, starting as early as _____ and progressing through all levels of education, including _____.
26. The _____ were developed to prepare youth and adults to succeed in an entrepreneurial economy.
27. The Standards and their supporting performance indicators are a _____ for teachers to use in building _____ and _____.
28. The program is designed to encourage youth to _____ and _____ through _____ and _____ of their _____, _____ and problem-solving skills.

29. By using the Standards and Performance Indicators Framework students will have:

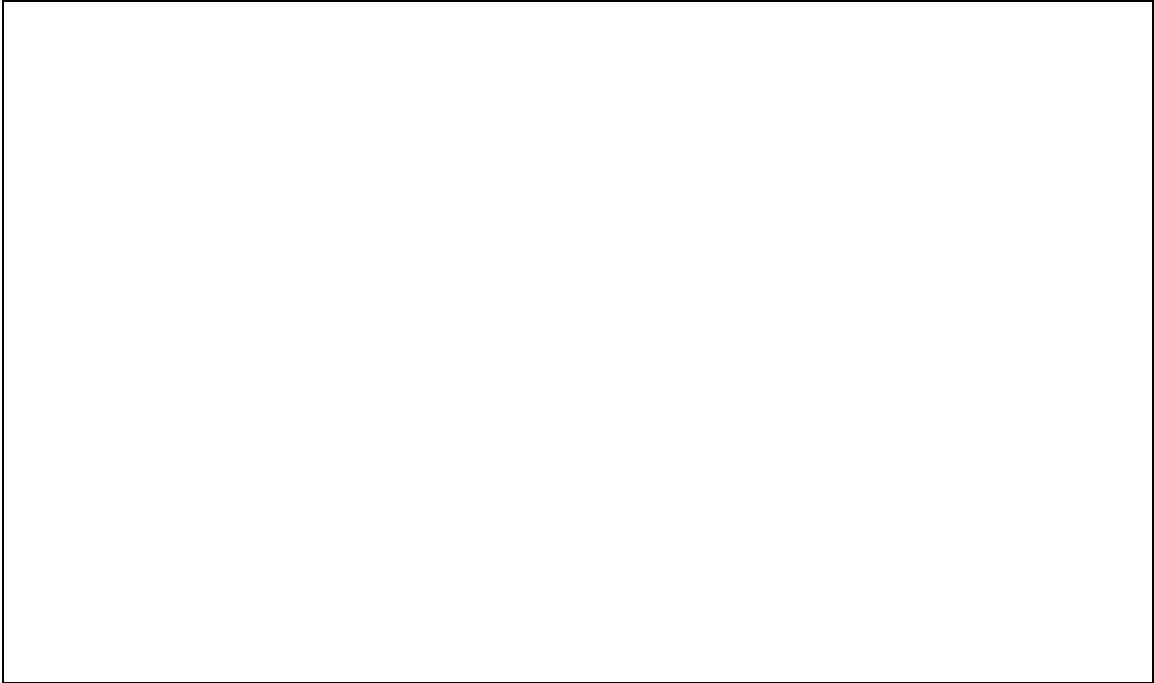
30. MfK is a unique educational program for _____, _____, and _____ young entrepreneurs.

31. Fostering a robust entrepreneurial culture will maximize individual and collective _____ and social success on a _____, _____ and _____ scale.

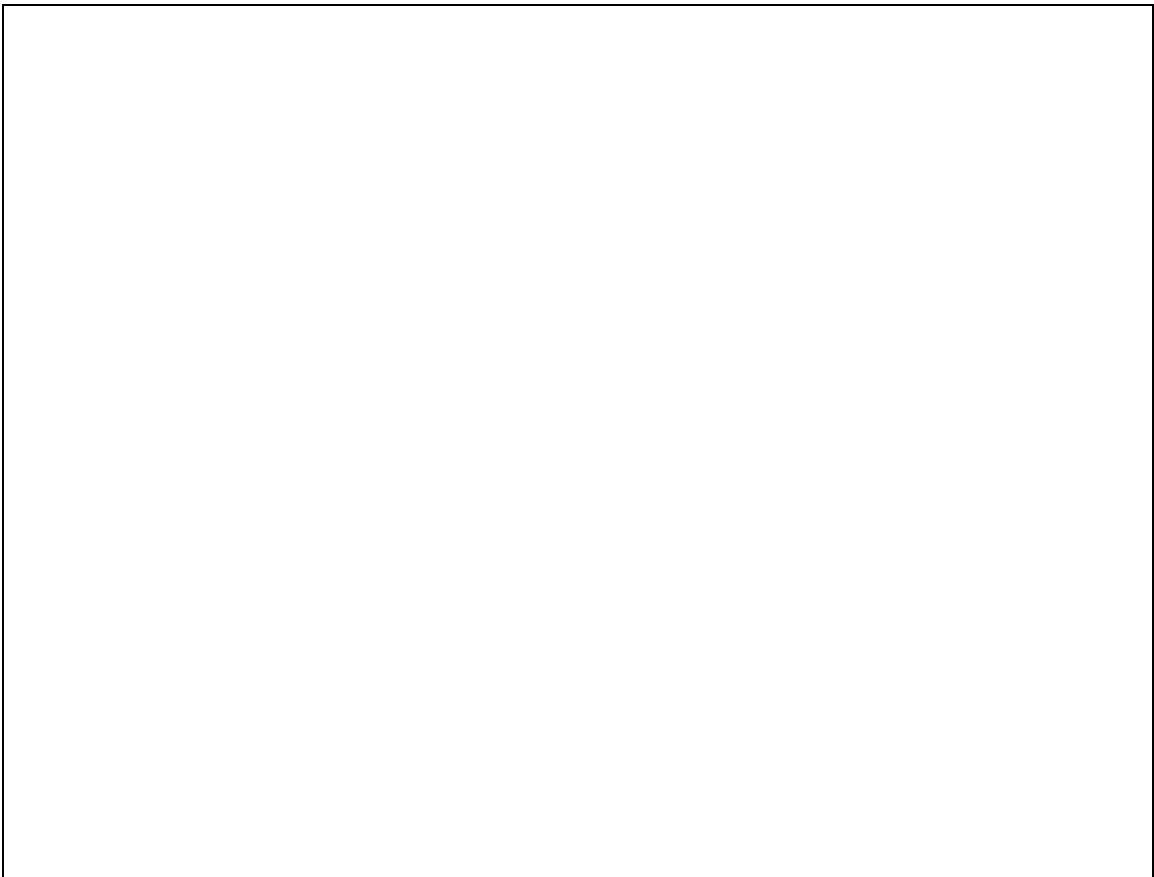
32. The program focuses primarily on grades _____.

33. List the Benefits of Entrepreneurship Education for Elementary Students:

34. List the Benefits of Entrepreneurship Education for Middle School Students:



35. List the Benefits of Entrepreneurial Education for High School Students:



36. List the Benefits of Entrepreneurial Education for Post-Secondary and Adult Students:

37. Entrepreneurship education can _____ impact a learner at all levels in a wide number of contexts.

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PLEASE COMPLETE AND EMAIL THIS DOCUMENT TO:

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