

Carlstadt-East Rutherford Regional School District
Career and Technology Education Department
Entrepreneurship Curriculum

Course Description

Entrepreneurship is a half-year course that meets on a rotating basis for three (3) 55-minute blocks and one (1) 40-minute block for every five (5) day cycle.

Entrepreneurship explores the aspects of starting a new business or launching a new venture. The course follows four fundamental themes with an in-depth understanding of each. "Going into Business for Yourself" allows students to understand entrepreneurship and what it takes to be an entrepreneur in today's environment. "Researching and Planning Your Venture" gives students an opportunity to analyze business types and practice business planning. "Managing Marketing Strategies" allows students to model marketing plans and analyze competitive strategies. "Managing Your Business Processes" puts students in the front seat to understand the importance of management in inventory, distribution, and finance. The course is designed to help students identify and evaluate new ventures, so they may successfully understand the challenges of starting a new company.

Course Overview and Pacing Guide

Unit	Topic	Time Frame
1	Going into Business for Yourself	4 Weeks
2	Researching and Planning Your Venture	6 Weeks
3	Managing Marketing Strategies	4 Weeks
4	Managing Your Business Processes	6 Weeks

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Personal Financial Literacy (Standard 9.1)	
Core Idea	Performance Expectation
Philanthropic, charitable, and entrepreneurial organizations play distinctly different but vitally important roles in supporting the interests of local and global communities.	9.1.12.CFR.2: Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions
There are different ways you can influence government policy to improve your financial situation.	9.1.12.EG.5: Relate a country's economic system of production and consumption to building personal wealth, the mindset of social comparison, and achieving societal responsibilities.
There are agencies, laws, and resources to protect you as a consumer.	9.1.12.EG.6: Analyze the rights and responsibilities of buyers and sellers under consumer protection laws.
There are ways to align your investments with your personal financial goals.	9.1.12.PB.2: Prioritize financial decisions by considering alternatives and possible consequences.
Money management requires an understanding of cash flow systems and business practices.	9.1.12.PB.6: Describe and calculate interest and fees that are applied to various forms of spending, debt, and saving.
Career Readiness, Life Literacies, and Key Skills (Standard 9.2)	
Core Idea	Performance Expectation
There are ways to assess a business's feasibility and risk and to align it with an individual's financial goals.	9.2.12.CAP.21: Explain low-cost and low-risk ways to start a business. 9.2.12.CAP.22: Compare risk and reward potential and use the comparison to decide whether starting a business is feasible. 9.2.12.CAP.23: Identify different ways to obtain capital for starting a business.
There are strategies to improve one's professional value and marketability.	9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.
Career planning requires purposeful planning based on research, self-knowledge, and informed choices.	9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.
With a growth mindset, failure is an important part of success.	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas
Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.	9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice
Collaborative digital tools can be used to access, record, and share different viewpoints and to collect and tabulate the views of groups of people.	9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments. 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

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Computer Science (Standard 8.1)	
Core Idea	Performance Expectation
The design and use of computing technologies and artifacts can positively or negatively affect equitable access to information and opportunities.	8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.
Individuals select digital tools and design automated processes to collect, transform, generalize, simplify, and present large data sets in different ways to influence how other people interpret and understand the underlying information.	8.1.12.DA.1: Create interactive data visualizations using software tools to help others better understand real-world phenomena, including climate change.
Decisions to develop new technology are driven by societal and cultural opinions and demands that differ from culture to culture.	8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.
Changes caused by the introduction and use of a new technology can range from gradual to rapid and from subtle to obvious, and can change over time. These changes may vary from society to society as a result of differences in a society's economy, politics, and culture.	8.2.12.ITH.2: Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation. 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
Interdisciplinary Connections	
MA.K-12.1-8: Integrate mathematical skills to calculate financial and accounting problems and scenarios.	

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Modifications, Accommodations, and Differentiation			
English Language Learners	IEP / 504	At Risk Students	Gifted and Talented
Scaffolding Word walls Sentence/paragraph frames Bilingual dictionaries/translation Think alouds Read alouds Highlight key vocabulary Annotation guides Think-pair- share Visual aides Modeling In-Class-Support Graphic Organizers Note-taking guides Clarify assignments, directions and instructions Extended time Collaboration between ESL and mainstream classroom teachers	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast In-Class-Support Provide Study Guides Establish Timelines Clarify Assignments, directions and instructions Parent/teacher communication Assist students with steps to complete assignments Provide student with clear expectations and grading criteria Establish procedures for accommodations /modifications for assessments	Teacher tutoring Peer tutoring Study guides Graphic organizers Extended time Parent communication Modified assignments Counseling Verbal reminders Check student independent work Assist student with planning of assignments Provide student with clear expectations and grading criteria Restate and clarify directions and questions	Challenge assignments Enrichment activities Independent research/inquiry Collaborative teamwork Higher level questioning Critical/Analytical thinking tasks Self-directed activities Open forums and debates in the classroom regarding controversial issues

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Unit Name	Unit 1 - Going into Business for Yourself	Time Frame - 4 Weeks
Instructional Materials and Resources	Textbook, Chromebooks, Video Tutorials/Demonstrations, Classwork Exercises, Software Applications, Internet Research, Projects, and Activities	

Disciplinary Concept: Going into Business for Yourself

This unit introduces students to the basics of Entrepreneurship, analyze trends, and identify ways to recognize opportunity and find creative business ideas.

Core Idea	Performance Expectation (Standard)
Philanthropic, charitable, and entrepreneurial organizations play distinctly different but vitally important roles in supporting the interests of local and global communities.	9.1.12.CFR.2: Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions
There are ways to assess a business's feasibility and risk and to align it with an individual's financial goals.	9.2.12.CAP.21: Explain low-cost and low-risk ways to start a business. 9.2.12.CAP.22: Compare risk and reward potential and use the comparison to decide whether starting a business is feasible. 9.2.12.CAP.23: Identify different ways to obtain capital for starting a business.
The design and use of computing technologies and artifacts can positively or negatively affect equitable access to information and opportunities.	8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.

Student Learning Objectives (Knowledge and Skills)	Suggested Tasks/Activities	Evidence of Learning (Assessments)
Describe what entrepreneurs contribute to the economy	Chapter 1: What is Entrepreneurship?	Classroom Assignments and Activities, Chapter Quiz, Chapter Test, Unit Test, Unit Project
Define the role of economic indicators and business cycles	Chapter 1: What is Entrepreneurship?	Classroom Assignments and Activities, Chapter Quiz, Chapter Test, Unit Test, Unit Project
Explain how to achieve business success	Chapter 2: Your Potential as an Entrepreneur	Classroom Assignments and Activities, Chapter Quiz, Chapter Test, Unit Test, Unit Project
Describe the background, characteristics, and skills of successful entrepreneurs	Chapter 2: Your Potential as an Entrepreneur	Classroom Assignments and Activities, Chapter Quiz, Chapter Test, Unit Test, Unit Project
Identify ways to recognize opportunity and find creative business ideas	Chapter 3: Recognizing Opportunity	Classroom Assignments and Activities, Chapter Quiz, Chapter Test, Unit Test, Unit Project
Compare starting a business versus buying a business	Chapter 3: Recognizing Opportunity	Classroom Assignments and Activities, Chapter Quiz, Chapter Test, Unit Test, Unit Project

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Unit Name	Unit 2 - Researching and Planning Your Venture	Time Frame - 6 Weeks
Instructional Materials and Resources	Textbook, Chromebooks, Video Tutorials/Demonstrations, Classwork Exercises, Software Applications, Internet Research, Projects, and Activities	

Disciplinary Concept: Researching and Planning Your Venture

This unit explores the importance of a clear business concept and business planning. Students are also able to analyze the advantages and disadvantages of various types of businesses.

Core Idea	Performance Expectation (Standard)
There are different ways you can influence government policy to improve your financial situation.	9.1.12.EG.5: Relate a country's economic system of production and consumption to building personal wealth, the mindset of social comparison, and achieving societal responsibilities.
There are agencies, laws, and resources to protect you as a consumer.	9.1.12.EG.6: Analyze the rights and responsibilities of buyers and sellers under consumer protection laws.
With a growth mindset, failure is an important part of success.	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas
Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.	9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice
Changes caused by the introduction and use of a new technology can range from gradual to rapid and from subtle to obvious and can change over time. These changes may vary from society to society due to differences in a society's economy, politics, and culture.	8.2.12.ITH.2: Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation. 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

Student Learning Objectives (Knowledge and Skills)	Suggested Tasks/Activities	Evidence of Learning (Assessments)
Describe how a feasibility study can be used to test a concept and describe the components and formats of a business plan as well as professional present one	Chapter 5: Feasibility and Business Planning	Classroom Assignments and Activities, Chapter Quiz, Chapter Test, Unit Test, Unit Project
Identify ways to recognize opportunity and find creative business ideas	Chapter 5: Feasibility and Business Planning	Classroom Assignments and Activities, Chapter Quiz, Chapter Test, Unit Test, Unit Project
Compare starting a business versus buying a business	Chapter 5: Feasibility and Business Planning	Classroom Assignments and Activities, Chapter Quiz, Chapter Test, Unit Test, Unit Project

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Create a customer profile and customer needs analysis	Chapter 6: Market Analysis	Classroom Assignments and Activities, Chapter Quiz, Chapter Test, Unit Test, Unit Project
Identify the sole proprietorship legal form and explain how the corporate form gives owners more protection	Chapter 7: Types of Business Ownership	Classroom Assignments and Activities, Chapter Quiz, Chapter Test, Unit Test, Unit Project
Compare C-corporations, Subchapter S corporations, and nonprofit corporations	Chapter 7: Types of Business Ownership	Classroom Assignments and Activities, Chapter Quiz, Chapter Test, Unit Test, Unit Project
Identify the laws that affect employees, regulate trade, and apply to a new venture	Chapter 8: The Legal Environment	Classroom Assignments and Activities, Chapter Quiz, Chapter Test, Unit Test, Unit Project
Identify the factors to consider when selecting a business site and describe the layout needs for each business type	Chapter 9: Site Selection and Layout Planning	Classroom Assignments and Activities, Chapter Quiz, Chapter Test, Unit Test, Unit Project

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Unit Name	Unit 3 - Managing Marketing Strategies	Time Frame - 4 Weeks
Instructional Materials and Resources	Textbook, Chromebooks, Video Tutorials/Demonstrations, Classwork Exercises, Software Applications, Internet Research, Projects, and Activities	

Disciplinary Concept: Managing Marketing Strategies

This unit allows students to model marketing plans and analyze competitive strategies in relation to price and promotions.

Core Idea	Performance Expectation (Standard)
There are ways to align your investments with your personal financial goals.	9.1.12.PB.2: Prioritize financial decisions by considering alternatives and possible consequences.
Money management requires an understanding of cash flow systems and business practices.	9.1.12.PB.6: Describe and calculate interest and fees that are applied to various forms of spending, debt, and saving.
There are strategies to improve one's professional value and marketability.	9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.
Career planning requires purposeful planning based on research, self-knowledge, and informed choices.	9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.
Decisions to develop new technology are driven by societal and cultural opinions and demands that differ from culture to culture.	8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.

Student Learning Objectives (Knowledge and Skills)	Suggested Tasks/Activities	Evidence of Learning (Assessments)
List the factors to consider for each marketing strategy	Chapter 10: The Marketing Plan	Classroom Assignments and Activities, Chapter Quiz, Chapter Test, Unit Test, Unit Project
Describe how to update the marketing mix and plan	Chapter 10: The Marketing Plan	Classroom Assignments and Activities, Chapter Quiz, Chapter Test, Unit Test, Unit Project
Describe the components that go into making pricing decisions	Chapter 11: The Price Strategy	Classroom Assignments and Activities, Chapter Quiz, Chapter Test, Unit Test, Unit Project
Carry out a break-even analysis and calculate markup and determine sale price	Chapter 11: The Price Strategy	Classroom Assignments and Activities, Chapter Quiz, Chapter Test, Unit Test, Unit Project
Determine promotional costs for a start-up business and describe ways to implement a promotion strategy	Chapter 12: The Promotion Strategy	Classroom Assignments and Activities, Chapter Quiz, Chapter Test, Unit Test, Unit Project

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Unit Name	Unit 4 - Managing Your Business Processes	Time Frame - 6 Weeks
Instructional Materials and Resources	Textbook, Chromebooks, Video Tutorials/Demonstrations, Classwork Exercises, Software Applications, Internet Research, Projects, and Activities	

Disciplinary Concept: Managing Your Business Processes

This unit puts students in the front seat to understand the importance of management in inventory, distribution, and finance.

Core Idea	Performance Expectation (Standard)
There are ways to align your investments with your personal financial goals.	9.1.12.PB.2: Prioritize financial decisions by considering alternatives and possible consequences.
There are ways to align your investments with your personal financial goals.	9.1.12.PB.2: Prioritize financial decisions by considering alternatives and possible consequences.
Collaborative digital tools can be used to access, record, and share different viewpoints and to collect and tabulate the views of groups of people.	9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments. 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.
Individuals select digital tools and design automated processes to collect, transform, generalize, simplify, and present large data sets in different ways to influence how other people interpret and understand the underlying information.	8.1.12.DA.1: Create interactive data visualizations using software tools to help others better understand real-world phenomena, including climate change.

Student Learning Objectives (Knowledge and Skills)	Suggested Tasks/Activities	Evidence of Learning (Assessments)
Identify factors that affect purchasing and explain the types of inventory control	Chapter 15: Managing Purchasing and Inventory	Classroom Assignments and Activities, Chapter Quiz, Chapter Test, Unit Test, Unit Project
Describe the activities that are a part of distribution management	Chapter 16: Production Management and Distribution	Classroom Assignments and Activities, Chapter Quiz, Chapter Test, Unit Test, Unit Project
Compare and contrast sources of financing for start-up ventures	Chapter 19: Financing Your Business	Classroom Assignments and Activities, Chapter Quiz, Chapter Test, Unit Test, Unit Project
Describe the information needed to obtain financing and how to calculate start-up capital requirements	Chapter 19: Financing Your Business	Classroom Assignments and Activities, Chapter Quiz, Chapter Test, Unit Test, Unit Project
Describe the information on each financial statement	Chapter 20: Accounting and Record Keeping	Classroom Assignments and Activities, Chapter Quiz, Chapter Test, Unit Test, Unit Project

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Identify ongoing accounting activities and calculate different ratios	Chapter 21: Financial Management	Classroom Assignments and Activities, Chapter Quiz, Chapter Test, Unit Test, Unit Project
Describe ways to manage cash flow and control capital expenditures	Chapter 21: Financial Management	Classroom Assignments and Activities, Chapter Quiz, Chapter Test, Unit Test, Unit Project