

**Randolph Township Schools  
Randolph High School**

# Starting a Business/Entrepreneurship

“The best way to predict the future is to create it.”

- Peter Drucker

**Department of Science, Technology, Engineering and Math**

**Curriculum Committee:  
Kevin Blair  
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**Curriculum Developed:  
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October 16<sup>th</sup>, 2018**

**Randolph Township Schools  
Department of Social Studies  
International Business**

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## **Randolph Township Schools**

### **Mission Statement**

*We commit to inspiring and empowering all students in Randolph schools to reach their full potential as unique, responsible and educated members of a global society.*

### **Randolph Township Schools Affirmative Action Statement**

#### **Equality and Equity in Curriculum**

The Randolph Township School district ensures that the district's curriculum and instruction are aligned to the state's standards. The curriculum provides equity in instruction, educational programs and provides all students the opportunity to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.

N.J.A.C. 6A:7-1.7(b): Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972

# **RANDOLPH TOWNSHIP BOARD OF EDUCATION**

## **EDUCATIONAL GOALS**

### **VALUES IN EDUCATION**

The statements represent the beliefs and values regarding our educational system. Education is the key to self-actualization, which is realized through achievement and self-respect. We believe our entire system must not only represent these values, but also demonstrate them in all that we do as a school system.

We believe:

- The needs of the child come first
- Mutual respect and trust are the cornerstones of a learning community
- The learning community consists of students, educators, parents, administrators, educational support personnel, the community and Board of Education members
- A successful learning community communicates honestly and openly in a non-threatening environment
- Members of our learning community have different needs at different times. There is openness to the challenge of meeting those needs in professional and supportive ways
- Assessment of professionals (i.e., educators, administrators and educational support personnel) is a dynamic process that requires review and revision based on evolving research, practices and experiences
- Development of desired capabilities comes in stages and is achieved through hard work, reflection and ongoing growth

**Randolph Township Schools**  
**Department of Science, Technology, Engineering and Math**

**Starting a Business/Entrepreneurship**

Introduction

Starting a Business/Entrepreneurship is an exciting, rewarding and challenging semester course which aims to help you do what you enjoy, flex your creative muscles and be your own boss. Where should you begin? Who will be a part of your team? How can you decide what product or service you will sell? Students explore what it means to be an entrepreneur and how to build their own entrepreneurial skillset. Also discussed are means of identifying opportunities for starting a business. These opportunities are identified by analyzing economic principles of supply and demand as well as social, political, and legal trends of the past and present. Lastly, students explore human resource management and issues of the workplace with the goal of maximizing human capital and organizational productivity.

The application of the following Career Readiness Practices will be utilized throughout the course.

**CRP1-Career Ready Practices:** All students will act as a responsible and contributing citizen and employee.

**CRP2-Career Ready Practices:** All students will apply appropriate academic and technology skills.

**CRP4-Career Ready Practices:** All students will communicate clearly and effectively and with reason.

**CRP5-Career Ready Practices:** All students will consider the environmental, social and economic impacts of decisions.

**CRP6-Career Ready Practices:** All students will demonstrate creativity and innovation.

**CRP7-Career Ready Practices:** All students will employ valid and reliable research strategies.

**CRP8-Career Ready Practices:** All students will utilize critical thinking to make sense of problems and persevere in solving them.

**CRP9-Career Ready Practices:** All students will model integrity, ethical leadership and effective management.

**CRP11-Career Ready Practices:** All students will use technology to enhance productivity.

**CRP12-Career Ready Practices:** All students will work productively in teams while using global competence.

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Curriculum Pacing Chart**  
**Starting a Business/Entrepreneurship**

<b>SUGGESTED TIME ALLOTMENT</b>	<b>UNIT NUMBER</b>	<b>CONTENT - UNIT OF STUDY</b>
<b>2.5 weeks</b>	<b>I</b>	<b>What is Entrepreneurship?</b>
<b>2 weeks</b>	<b>II</b>	<b>Your Potential as an Entrepreneur</b>
<b>2 weeks</b>	<b>III</b>	<b>Recognizing Opportunity</b>
<b>2.5 weeks</b>	<b>IV</b>	<b>Feasibility and Business Planning</b>
<b>3 weeks</b>	<b>V</b>	<b>Types of Business Ownership</b>
<b>3 weeks</b>	<b>VI</b>	<b>The Legal Environment</b>
<b>3 weeks</b>	<b>VII</b>	<b>Managing Human Resources</b>

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Starting a Business/Entrepreneurship**  
**UNIT I: What is Entrepreneurship?**

**TRANSFER:** Students will be able to explain how entrepreneurship is the primary catalyst for economic growth. Successful entrepreneurs require an understanding of how the economy works.

<b>STANDARDS / GOALS:</b>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
<p><b>Standard 8.1.12.C.1-Educational Technology:</b> Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.</p>	<p>An entrepreneur is an individual who undertakes the creation, organization and ownership of an innovative business.</p>	<ul style="list-style-type: none"> <li>• What are the risks and responsibilities an entrepreneur faces?</li> <li>• What are the motivating factors for entrepreneurs?</li> </ul>
<p><b>Standard 9.2.12.C.6-Career Awareness Exploration and Preparation:</b> Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.</p>	<p>In a free enterprise system, individuals are able to choose what products to buy, individuals may own private property, and individuals may start a business and compete with other businesses.</p>	<ul style="list-style-type: none"> <li>• Why is the process of recognizing or creating opportunity critical to an entrepreneur?</li> </ul>
<p><b>Standard 9.3.12.BM-MGT.3-Business Management and Administration:</b> Apply economic concepts fundamental to global business operations.</p>	<p>Entrepreneurs turn economic demand into supply, contribute jobs, and provide a market for venture capital.</p>	<ul style="list-style-type: none"> <li>• How do economics and economic systems have a profound influence on entrepreneurship?</li> </ul>
<p><b>Standard 9.3.12.BM-MGT.3-Business Management and Administration:</b> Apply economic concepts fundamental to global business operations.</p>	<p>New technologies are driving rapid changes in entrepreneurship.</p>	<ul style="list-style-type: none"> <li>• How has technology shifted demand in business transactions, communications and innovation?</li> </ul>
	<b>KNOWLEDGE</b>	<b>SKILLS</b>
	<p><b>Students will know:</b>  The prevalence of small business in the U.S. economy.</p>	<p><b>Students will be able to:</b>  Define the role of small business and entrepreneurship in the economy.</p>

<p><b>Standard 9.3.12.BM-MGT.4- Business Management and Administration:</b> Employ and manage techniques, strategies and systems to enhance business relationships.</p> <p><b>Standard 9.3.12.BM-MGT.8- Business Management and Administration:</b> Create strategic plans used to manage business growth, profit and goals.</p> <p><b>Standard 9.3.12.BM-OP.1- Business Management and Operations:</b> Describe and follow laws and regulations affecting business operations and transactions.</p>	<p>The characteristics of the command, market and traditional economies.</p> <p>The importance of supply and demand in driving business.</p> <p>History shows that sometimes an economy grows, and at other times it slows down.</p> <p>Business start-ups are beneficial because they generate employment and increase the production of goods and services.</p> <p><b>KEY TERMS:</b> Business Cycle, business failure, demand, diminishing marginal utility, discontinuance, economics, elastic, enterprise zones, entrepreneur, entrepreneurship, equilibrium, factors of production, free enterprise system, goods, Gross Domestic Product (GDP), inelastic, market structure, monopoly, need, new venture origination, oligopoly, opportunity, profit, scarcity, services, start-up resources, supply, venture, wants.</p>	<p>Compare and contrast economic systems.</p> <p>Explain how economics inform the decision-making process.</p> <p>Define the role of economic indicators and business cycles.</p> <p>Describe what entrepreneurs contribute to the economy.</p>
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**ASSESSMENT EVIDENCE: Students will show their learning by:**

- Assessing the potential lifestyle benefits of being an entrepreneur.
- Writing a proposal to a potential client.
- Determining the characteristics of successful small businesses and their impact on the economy.

**KEY LEARNING EVENTS AND INSTRUCTION:**

- Real World Skills: Understanding Cost
- 21<sup>st</sup> Century Skills: Listen Actively
- Critical Thinking Activity: The Green Economy
- Ethics and Business: Becoming an Entrepreneur



**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Starting a Business/Entrepreneurship**  
**UNIT I: What is Entrepreneurship?**

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
2 Weeks	<p><b>Unit I: What is Entrepreneurship?</b></p> <ul style="list-style-type: none"> <li>• Becoming an entrepreneur</li> <li>• Economic systems</li> <li>• Business cycles</li> <li>• History of entrepreneurship</li> <li>• Entrepreneurial start-up process</li> </ul>	<p>Real World Skills: Understanding Cost</p> <p>21<sup>st</sup> Century Skills: Listen Actively</p> <p>Critical Thinking Activity: The Green Economy</p> <p>Ethics and Business: Becoming an Entrepreneur</p> <p>Steve Jobs Documentary:  <a href="https://www.cnn.com/specials/tech/steve-jobs-the-man-in-the-machine">https://www.cnn.com/specials/tech/steve-jobs-the-man-in-the-machine</a></p> <p>Entrepreneur Magazine:  <a href="http://www.entrepreneur.com">http://www.entrepreneur.com</a></p> <p>Daily Business News:  <a href="http://www.businessdaily.com">http://www.businessdaily.com</a></p> <p>CNN Stock Market News:  <a href="https://www.money.cnn.com">https://www.money.cnn.com</a></p>

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Starting a Business/Entrepreneurship**  
**UNIT II: Your Potential as an Entrepreneur**

<b>TRANSFER:</b> Students will be able to analyze, when going into business for themselves, the advantages and disadvantages of entrepreneurship.		
<p><b>STANDARDS / GOALS:</b></p> <p><b>Standard 8.1.12.C.1-Educational Technology:</b> Develop an innovative solution to a real-world problem or issue in collaboration with peers and experts, and resent ideas for feedback through social media or in an online community.</p> <p><b>Standard 9.2.12.C.6-Career Awareness Exploration and Preparation:</b> Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.</p> <p><b>Standard 9.3.12.BM-MGT.3-Business Management and Administration:</b> Apply economic concepts fundamental to global business operations.</p>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
	Before starting your own business, weigh the rewards and risks.	<ul style="list-style-type: none"> <li>• How can a business owner’s income be both a reward and a risk?</li> <li>• What are the intangible rewards for most entrepreneurs?</li> </ul>
	Successful entrepreneurs have many requisite qualities including, but not limited to persistence, creativity, being goal-oriented, independence and risk taking.	<ul style="list-style-type: none"> <li>• Why do entrepreneurs have more freedom than their employees?</li> <li>• How does being a successful entrepreneur create job security?</li> </ul>
	Foundation skills are regularly used by entrepreneurs in setting up and running a business.	<ul style="list-style-type: none"> <li>• What kinds of communication skills do entrepreneurs need?</li> </ul>
	<b>KNOWLEDGE</b>	<b>SKILLS</b>
	<p><b>Students will know:</b></p> <p>Satisfaction, creativity and freedom are benefits to becoming an entrepreneur.</p> <p>Burnout and financial instability stymie the entrepreneurial spirit.</p> <p>Distinctive traits and qualities needed to successfully set up and run an owner-operated business.</p>	<p><b>Students will be able to:</b></p> <p>Identify the rewards of owning and operating a business.</p> <p>Recognize the risks of being an entrepreneur.</p> <p>Describe the background characteristics and skills of successful entrepreneurs.</p>

<p><b>Standard 9.3.12.BM-MGT.4- Business Management and Administration:</b> Employ and manage techniques, strategies and systems to enhance business relationships.</p> <p><b>Standard 9.3.12.BM-MGT.8- Business Management and Administration:</b> Create strategic plans used to manage business growth, profit and goals.</p> <p><b>Standard 9.3.12.BM-OP.1- Business Management and Operations:</b> Describe and follow laws and regulations affecting business operations and transactions.</p>	<p>Foundation skills are essential to the process of creating a business.</p> <p><b>KEY TERMS:</b> Achiever, capital, competition, foundation skills, investment, profile, role model.</p>	<p>Explain techniques that will improve one's potential for becoming an entrepreneur.</p>
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**ASSESSMENT EVIDENCE: Students will show their learning by:**

- Designing a brochure of a photographic services business to inform potential customers about products and services offered.
- Assessing the positives and negatives of owning a business.
- Creating a profile of a successful entrepreneur.

**KEY LEARNING EVENTS AND INSTRUCTION:**

- Whole class discussion on the benefits and pitfalls of being an entrepreneur.
- Critical Thinking Activity: Mission Statement Comparison
- Business Case Study: Young Entrepreneurs
- Ethics and Business: Changing Companies

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Starting a Business/Entrepreneurship**  
**UNIT II: Your Potential as an Entrepreneur**

<b>SUGGESTED TIME ALLOTMENT</b>	<b>CONTENT-UNIT OF STUDY</b>	<b>SUPPLEMENTAL UNIT RESOURCES</b>
2 Weeks	<p><b>Unit II: Your Potential as an Entrepreneur</b></p> <ul style="list-style-type: none"> <li>• Rewards of entrepreneurs</li> <li>• Risks of entrepreneurship</li> <li>• Who Are Entrepreneurs?</li> <li>• Build your potential as an entrepreneur</li> </ul>	<p>Critical Thinking Activity: Mission Statement Comparison</p> <p>Business Case Study: Young Entrepreneurs</p> <p>Ethics and Business: Changing Companies</p> <p>Occupational Outlook Handbook:  <a href="https://www.bls.gov/ooh/">https://www.bls.gov/ooh/</a></p> <p>Young Entrepreneurs Who Quit Corporate Life:  <a href="https://www.businessnewsdaily.com/6628-entrepreneurship-quit-day-job.html">https://www.businessnewsdaily.com/6628-entrepreneurship-quit-day-job.html</a></p> <p>The Psychological Side of Entrepreneurship:  <a href="https://www.businessnewsdaily.com/7143-psychological-entrepreneurship-questions.html">https://www.businessnewsdaily.com/7143-psychological-entrepreneurship-questions.html</a></p>

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Starting a Business/Entrepreneurship**  
**UNIT III: Recognizing Opportunity**

<b>TRANSFER:</b> Students will be able to recognize new opportunities and think creatively to be successful in today’s business environment.		
<p><b>STANDARDS / GOALS:</b></p> <p><b>Standard 8.1.12.C.1-Educational Technology:</b> Develop an innovative solution to a real-world problem or issue in collaboration with peers and experts, and resent ideas for feedback through social media or in an online community.</p> <p><b>Standard 9.2.12.C.6-Career Awareness Exploration and Preparation:</b> Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.</p> <p><b>Standard 9.3.12.BM-MGT.3-Business Management and Administration:</b> Apply economic concepts fundamental to global business operations.</p>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
	Current trends in technology, the environment, and the like provide opportunities for entrepreneurs.	<ul style="list-style-type: none"> <li>• How are web-based businesses, service businesses, green businesses, social entrepreneurship and outsourcing creating opportunities for entrepreneurs?</li> </ul>
	There are benefits and drawbacks between buying an existing business or starting your own business.	<ul style="list-style-type: none"> <li>• Why are businesses put up for sale?</li> <li>• What role does reputation play in buying an established business?</li> <li>• What pressures come with buying an existing business?</li> </ul>
	The importance of personal values and goals in choosing an entrepreneurial pursuit.	<ul style="list-style-type: none"> <li>• How can problems in your life create entrepreneurial opportunities?</li> <li>• How can you turn your interests into an entrepreneurial opportunity?</li> <li>• How do your experiences shape your abilities as an entrepreneur?</li> </ul>
	<b>KNOWLEDGE</b>	<b>SKILLS</b>
<p><b>Students will know:</b>  A major way to identify opportunity is by studying current trends.</p>	<p><b>Students will be able to:</b>  Understand entrepreneurial trends and ways to recognize opportunity.</p>	

<p><b>Standard 9.3.12.BM-MGT.4- Business Management and Administration:</b> Employ and manage techniques, strategies and systems to enhance business relationships.</p> <p><b>Standard 9.3.12.BM-MGT.8- Business Management and Administration:</b> Create strategic plans used to manage business growth, profit and goals.</p> <p><b>Standard 9.3.12.BM-OP.1- Business Management and Operations:</b> Describe and follow laws and regulations affecting business operations and transactions.</p>	<p>The creation of a new product or service involves connection, discovery, invention and application.</p> <p>Personal values are applied in business.</p> <p>Most good business opportunities result from the entrepreneur’s alertness to unmet consumers’ needs and unfilled market niches.</p> <p>Personal and business core values shape your selection of a business type.</p> <p><b>KEY TERMS:</b> Brainstorm, business broker, corporate venture, demographics, franchise, franchisee, franchisor, innovation, niche, online business, outsourcing, services, social entrepreneurs, specialty magazine, strategic alliance, sustainability, trade magazine, trade show, values.</p>	<p>Explain how to think creatively about opportunity.</p> <p>Identify the importance of personal values and goals in choosing an entrepreneurial pursuit.</p> <p>Describe how anyone can evaluate a business opportunity.</p> <p>List the advantages and disadvantages of using business core values as an entrepreneur.</p>
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**ASSESSMENT EVIDENCE: Students will show their learning by:**

- Participating in a Socratic seminar on characteristics of successful entrepreneurs.
- Analyzing market trends and identifying potential business opportunities.
- Completing a teacher-generated entrepreneurial mix and match activity.

**KEY LEARNING EVENTS AND INSTRUCTION:**

- Critical Thinking Activity: Find Businesses in Your Area That Are Dedicated to Sustainability Practices
- Business Case Study: Be a Data Detective
- Ethics and Business: Outsourcing Clinical Trials
- Franchise Research Project: Analysis and Presentation Detailing the Formation, Introduction, Growth and Maturity/Decline of a Famous Franchise

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Starting a Business/Entrepreneurship**  
**UNIT III: Recognizing Opportunity**

<b>SUGGESTED TIME ALLOTMENT</b>	<b>CONTENT-UNIT OF STUDY</b>	<b>SUPPLEMENTAL UNIT RESOURCES</b>
<p><b>2 Weeks</b></p>	<p><b>Unit III: Recognizing Opportunity</b></p> <ul style="list-style-type: none"> <li>• Current entrepreneurial trends</li> <li>• Learning to recognize opportunity</li> <li>• Strategies for thinking creatively</li> <li>• Personal values and goals</li> <li>• Entering the family businesses</li> <li>• Buying an existing business</li> <li>• Starting your own business</li> </ul>	<p>Critical Thinking Activity: Find Businesses in Your Area That Are Dedicated to Sustainability Practices</p> <p>Business Case Study: Be a Data Detective</p> <p>Ethics and Business: Outsourcing Clinical Trials</p> <p>How to Find and Recognize Business Opportunities:  <a href="https://www.inc.com/john-rampton/how-to-find-and-recognize-good-business-opportunities.html">https://www.inc.com/john-rampton/how-to-find-and-recognize-good-business-opportunities.html</a></p> <p>4 Ways to Recognize Opportunities When it Knocks:  <a href="https://www.inc.com/john-rampton/how-to-find-and-recognize-good-business-opportunities.html">https://www.inc.com/john-rampton/how-to-find-and-recognize-good-business-opportunities.html</a></p> <p>How Entrepreneurs Find Business Opportunity:  <a href="https://hbr.org/2011/09/entrepreneurs-find-opportunity">https://hbr.org/2011/09/entrepreneurs-find-opportunity</a></p>

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Starting a Business/Entrepreneurship**  
**UNIT IV: Feasibility and Business Planning**

**TRANSFER:** Students will be able to determine whether a business will provide a product or service and how to reach prospective customers.

<b>STANDARDS / GOALS:</b>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
<p><b>Standard 8.1.12.C.1-Educational Technology:</b> Develop an innovative solution to a real-world problem or issue in collaboration with peers and experts, and resent ideas for feedback through social media or in an online community.</p> <p><b>Standard 9.3.12.BM-MGT.3-Business Management and Administration:</b> Apply economic concepts fundamental to global business operations.</p>	The importance of writing a clear and concise business concept.	<ul style="list-style-type: none"> <li>• How do you turn an idea into a concept statement?</li> </ul>
	Feasibility studies are used to test concepts in the marketplace.	<ul style="list-style-type: none"> <li>• When conducting a feasibility analysis, why is it important to research the industry?</li> <li>• What role do prototypes play in the feasibility of your product’s idea or concept?</li> </ul>
	Various sources of information need to be identified and analyzed in formulating a business plan.	<ul style="list-style-type: none"> <li>• Why is the competitive analysis a critical component of a business plan?</li> <li>• Why is distribution important to a business and how has it evolved over the last decade?</li> </ul>
<p><b>Standard 9.3.12.BM-MGT.4-Business Management and Administration:</b> Employ and manage techniques, strategies and systems to enhance business relationships.</p> <p><b>Standard 9.3.12.BM-MGT.8-Business Management and Administration:</b> Create strategic plans used to manage business growth, profit and goals.</p>	<b>KNOWLEDGE</b>	<b>SKILLS</b>
	<p><b>Students will know:</b>  A clear and concise business concept is necessary when writing a business plan.</p> <p>Every successful product in the marketplace is developed and tested before widespread release.</p>	<p><b>Students will be able to:</b>  Discuss the importance of defining a prospective business by writing a clear and concise business concept.</p> <p>Describe how a feasibility study can be used to test a concept in the marketplace.</p> <p>Explain the importance of business planning.</p>



<p><b>Standard 9.3.12.BM-OP.1– Business Management and Operations:</b> Describe and follow laws and regulations affecting business operations and transactions.</p>	<p>A business plan communicates key information to various stakeholders: owners, employees, investors, customers etc.</p> <p>Creating and writing an accurate business plan makes your business more attractive to potential investors.</p> <p>The reason that the executive summary comes first in a business plan but is written last because it is a snapshot of the entire plan.</p> <p><b>KEY TERMS:</b> Beneficiaries, benefit, business concept, business model, business plan, competitive matrix, direct channel, distribution channel, executive summary, feasibility feature, indirect channel, industry, mission statement, prototype, Small Business Administration (SBA), target customers, trade association, value chain, vision statement.</p>	<p>Identify and describe the components and formats of a business plan.</p> <p>List two of the key mistakes that entrepreneurs make when writing a business plan.</p> <p>Synthesize information for a business plan.</p> <p>Describe how to professionally package and present a business plan.</p>
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**ASSESSMENT EVIDENCE: Students will show their learning by:**

- Reviewing and critiquing sample business plans.
- Synthesizing feasibility studies and related market information into a business plan.

**KEY LEARNING EVENTS AND INSTRUCTION:**

- Critical Thinking Activity: Mission/Vision Statement Comparison
- Business Case Study: Create Two Advertisements
- Ethics and Business: Newspaper Interview
- Community Support Research Activity: Select one of four agencies and determine what assistance they provide to entrepreneurs

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Starting a Business/Entrepreneurship**  
**UNIT IV: Feasibility and Business Planning**

<b>SUGGESTED TIME ALLOTMENT</b>	<b>CONTENT-UNIT OF STUDY</b>	<b>SUPPLEMENTAL UNIT RESOURCES</b>
2 Weeks	<p><b>Unit IV: Feasibility and Business Planning</b></p> <ul style="list-style-type: none"> <li>• Developing a business concept</li> <li>• Business plan your road map to entrepreneurial success</li> <li>• Parts of the business plan</li> <li>• Common mistakes in preparing business plans</li> <li>• Sources of business plan information</li> <li>• Packaging and presenting your plan</li> </ul>	<p>Critical Thinking Activity: Mission/Vision Statement Comparison</p> <p>Business Case Study: Create Two Advertisements</p> <p>Ethics and Business: Newspaper Interview</p> <p>US Small Business Administration:  <a href="https://www.sba.gov">https://www.sba.gov</a></p> <p>Entrepreneur, How to Write a Business Plan:  <a href="https://www.entrepreneur.com/article/247575">https://www.entrepreneur.com/article/247575</a></p> <p>Forbes, How to Write a Business Plan:  <a href="https://www.forbes.com/sites/davelavinsky/2014/01/30/how-to-write-a-business-plan/">https://www.forbes.com/sites/davelavinsky/2014/01/30/how-to-write-a-business-plan/</a></p>

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Starting a Business/Entrepreneurship**  
**UNIT V: Types of Business Ownership**

**TRANSFER:** Students will be able to understand the advantages and disadvantages of various types of businesses, so they can choose the one that best suits their needs.

<b>STANDARDS / GOALS:</b>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
<p><b>Standard 8.1.12.C.1-Educational Technology:</b> Develop an innovative solution to a real-world problem or issue in collaboration with peers and experts and resent ideas for feedback through social media or in an online community.</p>	<p>Entrepreneurs need to understand the advantages and disadvantages of various types of business structures, so they can choose the one that best suits their needs.</p>	<ul style="list-style-type: none"> <li>• What is the difference between a general partner and a limited partner?</li> <li>• What are some good qualities to look for in a business partner?</li> </ul>
<p><b>Standard 9.3.12.BM-MGT.3-Business Management and Administration:</b> Apply economic concepts fundamental to global business operations.</p>	<p>In a corporation the owners of the business are protected from liability for the actions of the company.</p>	<ul style="list-style-type: none"> <li>• What protection does insurance provide from liability?</li> <li>• What are alternative methods of protection from unlimited liability?</li> </ul>
<p><b>Standard 9.3.12.BM-MGT.4-Business Management and Administration:</b> Apply economic concepts fundamental to global business operations.</p>	<p>Non-profit corporations are a legal entity that make money for reasons other than owners' profit.</p>	<ul style="list-style-type: none"> <li>• How do nonprofit corporations allocate revenue?</li> <li>• Who are the stakeholders for nonprofit corporations?</li> </ul>
<p><b>Standard 9.3.12.BM-MGT.4-Business Management and Administration:</b> Employ and manage techniques, strategies and systems to enhance business relationships.</p>	<p>A limited liability company is similar in some respects to a corporation and in other aspects to a partnership.</p>	<ul style="list-style-type: none"> <li>• How are personal assets protected by a limited liability company?</li> </ul>
	<b>KNOWLEDGE</b>	<b>SKILLS</b>
	<p><b>Students will know:</b>  The attributes of a sole proprietorship.</p>	<p><b>Students will be able to:</b>  Discuss the sole proprietorship legal form.   Identify the partnership legal form.</p>

<p><b>Standard 9.3.12.BM-MGT.8- Business Management and Administration:</b> Create strategic plans used to manage business growth, profit and goals.</p> <p><b>Standard 9.3.12.BM-OP.1- Business Management and Operations:</b> Describe and follow laws and regulations affecting business operations and transactions.</p>	<p>Number of partners that constitute the partnership legal form.</p> <p>Types of businesses that organize as a C-corporation.</p> <p>The role of taxation and how it effects a subchapter-S corporation.</p> <p>Benefits and detriments of all forms of corporations.</p> <p><b>KEY TERMS:</b> C-corporation, corporation, general partner, liability protection, limited liability, Limited Liability Company (LLC), limited partner, nonprofit corporation, partnership, shareholders, sole proprietorship, Subchapter S-corporation, unlimited liability.</p>	<p>Describe different attributes that individual partners bring to a partnership.</p> <p>List the advantages and disadvantages of C-corporations.</p> <p>Describe the purpose of a subchapter-S corporation.</p> <p>Compare and contrast all corporations.</p> <p>Determine which legal form is best for a given business.</p>
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**ASSESSMENT EVIDENCE: Students will show their learning by:**

- Creating a company name and applying for a DBA (Doing Business As).
- Designing a graphic organizer illustrating differences and similarities between forms of business ownership.
- Delivering a group presentation comparing and contrasting the different forms of corporate ownership.

**KEY LEARNING EVENTS AND INSTRUCTION:**

- Critical Thinking Activity: Research a Small Business Using Environmental Practices
- Business Case Study: When Business Partners Disagree
- Ethics and Business: Starting Your Own Business

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Starting a Business/Entrepreneurship**  
**UNIT V: Types of Business Ownership**

<b>SUGGESTED TIME ALLOTMENT</b>	<b>CONTENT-UNIT OF STUDY</b>	<b>SUPPLEMENTAL UNIT RESOURCES</b>
<b>2 Weeks</b>	<p><b>Unit V: Types of Business Ownership</b></p> <ul style="list-style-type: none"> <li>• Sole proprietorship</li> <li>• Partnerships</li> <li>• C-corporation</li> <li>• Subchapter-S corporation</li> <li>• Making the decision</li> </ul>	<p>Critical Thinking Activity: Research a Small Business Using Environmental Practices</p> <p>Business Case Study: When Business Partners Disagree</p> <p>Ethics and Business: Starting Your Own Business</p> <p>Types of Business Ownership:  <a href="https://bls.dor.wa.gov/ownershipstructures.aspx">https://bls.dor.wa.gov/ownershipstructures.aspx</a></p> <p>Selecting the Types of Business Ownership:  <a href="http://www.shareholderoppression.com/types-of-business-ownership">http://www.shareholderoppression.com/types-of-business-ownership</a></p> <p>Pro’s and Con’s of Business Organization:  <a href="https://www.equitynet.com/blog/business-organization-types/">https://www.equitynet.com/blog/business-organization-types/</a></p>

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Starting a Business/Entrepreneurship**  
**UNIT VI: The Legal Environment**

**TRANSFER:** Students will be able to describe why new products or services must be protected through patents, copyrights, trademarks, trade secrets and other laws.

<b>STANDARDS / GOALS:</b>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
<p><b>Standard 8.1.12.C.1-Educational Technology:</b> Develop an innovative solution to a real-world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.</p>	<p>Protection of your intellectual property is an essential tool for entrepreneurs.</p>	<ul style="list-style-type: none"> <li>• How is your intellectual property an asset?</li> <li>• How do patent law, trademarks, and copyright law protect your inventions and new ideas?</li> </ul>
<p><b>Standard 9.3.12.BM-MGT.3-Business Management and Administration:</b> Apply economic concepts fundamental to global business operations.</p>	<p>Certain legal requirements are fundamental to an entrepreneur’s ability to conduct business.</p>	<ul style="list-style-type: none"> <li>• Where do you obtain permits and licenses to run your business?</li> <li>• What types of contracts would a new business owner be party to?</li> <li>• How do zoning laws affect your business?</li> </ul>
<p><b>Standard 9.3.12.BM-MGT.4-Business Management and Administration:</b> Employ and manage techniques, strategies and systems to enhance business relationships.</p>	<p>Laws and regulations are designed to protect employees, other businesses, customers, and the general public from unfair, unsafe, or unhealthy business practices.</p>	<ul style="list-style-type: none"> <li>• How does the Equal Employment Opportunity Commission protect employees?</li> <li>• Why must employers observe federal and local employment laws?</li> </ul>
	<p>Trade regulations and laws are essential to the success of entrepreneurs.</p>	<ul style="list-style-type: none"> <li>• What is price discrimination?</li> <li>• How does the Consumer Bill of Rights protect consumers and companies?</li> <li>• How do taxes affect entrepreneurs?</li> </ul>
	<b>KNOWLEDGE</b>	<b>SKILLS</b>
	<p><b>Students will know:</b>            Intellectual property is an asset for any business or entrepreneur.</p>	<p><b>Students will be able to:</b>            Explain how to protect your intellectual property.</p>

<p><b>Standard 9.3.12.BM-MGT.8- Business Management and Administration:</b> Create strategic plans used to manage business growth, profit and goals.</p> <p><b>Standard 9.3.12.BM-OP.1- Business Management and Operations:</b> Describe and follow laws and regulations affecting business operations and transactions.</p>	<p>The three categories (permits and licenses, contracts, and zoning and building codes) of laws that affect the start-up of a business.</p> <p>Many laws affect the hiring, firing and paying of employees.</p> <p>Key trade laws are created to preserve competition and fairness in the marketplace.</p> <p>All for profit businesses are responsible for certain taxes, including sales, payroll, unemployment and income tax.</p> <p><b>KEY TERMS:</b> Bait-and-switch advertising, capacity, consideration, contract, copyright, Equal Opportunity Employment Commission (EEOC), FICA, intellectual property law, license, patent, patent pending, permit, price discrimination, public domain, service mark, trademark, Uniform Commercial Code (UCC), Uniform Trade Secrets Act (USTA), warranty of merchantability, wrongful termination.</p>	<p>Differentiate between tangible and intangible assets.</p> <p>Discuss the factors that affect the start-up of a business.</p> <p>Explain the laws that affect employees.</p> <p>Identify the laws that regulate trade.</p> <p>Discuss the tax laws that apply to a new venture.</p>
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**ASSESSMENT EVIDENCE: Students will show their learning by:**

- Designing and delivering a presentation on intellectual property rights, including past and present real-world examples.
- Summarizing case law and its impact on aspects of owning and operating a business.

**KEY LEARNING EVENTS AND INSTRUCTION:**

- Real World Skills: License and Registration
- 21<sup>st</sup> Century Skills: Break-Room Reading
- Critical Thinking Activity: How the EPA Has Compelled Industries to Clean Up Their Act
- Business Case Study: Prevent Legal Headaches Before They Begin
- Ethics and Business: Truth in Advertising

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Starting a Business/Entrepreneurship**  
**UNIT VI: The Legal Environment**

<b>SUGGESTED TIME ALLOTMENT</b>	<b>CONTENT-UNIT OF STUDY</b>	<b>SUPPLEMENTAL UNIT RESOURCES</b>
2 Weeks	<p><b>Unit VI: The Legal Environment</b></p> <ul style="list-style-type: none"> <li>• Protecting ideas: Intellectual Property Law</li> <li>• Start-Up of a Business Laws</li> <li>• Employee Laws</li> <li>• Trade Laws</li> <li>• Tax Laws</li> </ul>	<p>Real World Skills: License and Registration</p> <p>21<sup>st</sup> Century Skills: Break-Room Reading</p> <p>Critical Thinking Activity: How the EPA Has Compelled Industries to Clean Up Their Act</p> <p>Business Case Study: Prevent Legal Headaches Before They Begin</p> <p>Ethics and Business: Truth in Advertising</p> <p>Internal Revenue Service, Tax Law and Filing Information:  <a href="http://www.irs.gov">http://www.irs.gov</a></p> <p>Federal Trade Commission:  <a href="http://www.ftc.gov">http://www.ftc.gov</a></p> <p>Overview of Intellectual Property Law:  <a href="https://fairuse.stanford.edu/overview/introduction/intellectual-property-laws/">https://fairuse.stanford.edu/overview/introduction/intellectual-property-laws/</a></p> <p>Employee Rights 101:  <a href="https://employment.findlaw.com/employment-discrimination/employees-rights-101.html">https://employment.findlaw.com/employment-discrimination/employees-rights-101.html</a></p>



**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Starting a Business/Entrepreneurship**  
**UNIT VII: Managing Human Resources**

**TRANSFER:** Students will be able to understand why people are the most important resource of a small business. The employees that are recruited, hired, trained and retained have a major impact on the company’s performance.

<b>STANDARDS / GOALS:</b>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
<p><b>Standard 8.1.12.C.1-Educational Technology:</b> Develop an innovative solution to a real-world problem or issue in collaboration with peers and experts and resent ideas for feedback through social media or in an online community.</p>	<p>The employees that are recruited, hired, trained, and kept have a major impact on the company’s performance.</p>	<ul style="list-style-type: none"> <li>• How does human resource management aid in recruiting and managing employees?</li> <li>• What role do labor unions play in human resource management?</li> </ul>
<p><b>Standard 9.3.12.BM-MGT.3-Business Management and Administration:</b> Apply economic concepts fundamental to global business operations.</p>	<p>The hiring process ultimately determines the strengths and identifies potential weaknesses of the staff.</p>	<ul style="list-style-type: none"> <li>• How do managers effectively recruit and screen employees?</li> <li>• How do managers effectively handle employee complaints?</li> <li>• How do managers create a “safe” working environment?</li> </ul>
<p><b>Standard 9.3.12.BM-MGT.4-Business Management and Administration:</b> Employ and manage techniques, strategies and systems to enhance business relationships.</p>	<p>The role of the manager is to influence and motivate to maximize employee performance.</p>	<ul style="list-style-type: none"> <li>• How does human resource management facilitate performance and improve employee productivity?</li> <li>• What are employee incentive programs?</li> <li>• How does flexibility play a part in an effective work environment?</li> </ul>
	<b>KNOWLEDGE</b>	<b>SKILLS</b>
	<p><b>Students will know:</b>            Good, strong, and careful human resource management is necessary to facilitate successful business operations.</p>	<p><b>Students will be able to:</b>            Identify the components of human resource management.</p>

<p><b>Standard 9.3.12.BM-MGT.8- Business Management and Administration:</b> Create strategic plans used to manage business growth, profit and goals.</p> <p><b>Standard 9.3.12.BM-OP.1- Business Management and Operations:</b> Describe and follow laws and regulations affecting business operations and transactions.</p>	<p>Satisfied employees are generally more productive employees.</p> <p>Trust between managers and subordinates is crucial in maintaining order and operations for a successful business.</p> <p>Technology has altered the way business is conducted in the 21<sup>st</sup> century.</p> <p><b>KEY TERMS:</b> Cost effective, developmental activities, educational activities, employee complaint procedure, family leave, flextime, human resource management, human resources, hygiene factors, labor unions, motivating factors, performance evaluation, Pregnancy Discrimination Act, telecommuting, Theory X, Theory Y.</p>	<p>Explain how managers influence motivation,</p> <p>Describe ways to maximize employee performance.</p> <p>Analyze the importance of delegation.</p> <p>Assess motivational techniques used to increase performance levels.</p>
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**ASSESSMENT EVIDENCE: Students will show their learning by:**

- Creating a help wanted ad describing the type of employee desired for a restaurant and catering business.
- Discussing the types of harassment that may occur in the workplace.
- Completing online formative assessments via quizlet.com.
- Debating managerial styles and their effects on workplace motivation.

**KEY LEARNING EVENTS AND INSTRUCTION:**

- Real World Skills: Training Methods
- 21<sup>st</sup> Century Skills: Motivate Classmates
- Critical Thinking Activity: Green Collar Jobs
- Business Case Study: Bullying Has No Place on The Job
- Ethics and Business: Hiring Activity
- Debate: Employee Motivation and Supervision Utilizing Theory X and Theory Y

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Starting a Business/Entrepreneurship**  
**UNIT VII: Managing Human Resources**

<b>SUGGESTED TIME ALLOTMENT</b>	<b>CONTENT-UNIT OF STUDY</b>	<b>SUPPLEMENTAL UNIT RESOURCES</b>
2 Weeks	<p><b>Unit VII: Managing Human Resources</b></p> <ul style="list-style-type: none"> <li>• Developing human resources</li> <li>• Resolving day-to-day problems</li> <li>• Managers influence motivation</li> <li>• Maximizing employee performance</li> </ul>	<p>Real World Skills: Training Methods</p> <p>21<sup>st</sup> Century Skills: Motivate Classmates</p> <p>Critical Thinking Activity: Green Collar Jobs</p> <p>Business Case Study: Bullying Has No Place on The Job</p> <p>Ethics and Business: Hiring Activity</p> <p>US Equal Employment Opportunity Commission:  <a href="http://www.eeoc.gov">http://www.eeoc.gov</a></p> <p>US Department of Labor, Occupational Safety and Health Administration:  <a href="http://www.osha.gov">http://www.osha.gov</a></p> <p>14 Highly Effective Ways to Motivate your Employees:  <a href="https://www.inc.com/ilya-pozin/14-highly-effective-ways-to-motivate-employees.html">https://www.inc.com/ilya-pozin/14-highly-effective-ways-to-motivate-employees.html</a></p> <p>Guide to managing Human Resources:  <a href="https://hr.berkeley.edu/hr-network/central-guide-managing-hr/managing-hr">https://hr.berkeley.edu/hr-network/central-guide-managing-hr/managing-hr</a></p>

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Starting a Business/Entrepreneurship**

**APPENDIX A**

Textbook

Allen and Meyer. **Entrepreneurship: Building a Business**. New York: McGraw-Hill Education, 2016.

Technology:

- Microsoft Office Suite
- Presentation software such as PowerPoint, Google Slides and Prezi
- HoverCam
- Blackboard/Google Drive/One Drive
- Desktops, Laptops and Personal Tablet Devices