



Springfield Public Schools
Springfield, New Jersey 07081

Entrepreneurship

Curriculum Guide

2022

This curriculum may be modified through varying materials, techniques, and strategies as per an individual student's IEP.

*Springfield Board of Education
Approved February 28, 2022*



SPRINGFIELD PUBLIC SCHOOLS
ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Springfield Public Schools Springfield, New Jersey

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Superintendent of Schools**

**Erica Scudero
Assistant Superintendent**

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*Springfield Board of Education
PO Box 210
Springfield, New Jersey 07081*

"Cultivating compassionate and extraordinary learners"

Rachel Goldberg
Superintendent of Schools
(973) 376-1025

Michelle Calas
School Business Administrator/
Board Secretary
(973) 376-1025

Resolution: School Government
Introduced By: Vice President Saha
Seconded By: Mrs. Gamarekian
Adopted: February 28, 2022

Revised Curriculum

At the recommendation of the Superintendent, to approve the following revised curriculum –

- Accounting I
- Business Law
- Business Management
- Entrepreneurship
- Personal Finance
- Sports & Entertainment Marketing
- American Regional Cuisine
- Bake Shop I & II
- Classic French & Italian
- Foundations of Restaurant Management and Culinary Arts I – IV
- International Cuisine

I, Michelle Calas, School Business Administrator/Board Secretary of the Springfield Board of Education, hereby certify that the extract from the minutes of a meeting of the Board of Education duly called and held on February 28, 2022 has been compared by me with the original minute book of said Board of Education, and is a true, complete and exact copy therefor, as far as the same relates to the subject matter referred to said contract.

IN WITNESS THEREOF, I have hereunto set my hand and seal of the Springfield Board of Education, this 1st of March 2022.

SEAL



Michelle Calas
School Business Administrator/Board Secretary



Unit 1 Overview Template

Content Area: Business

Grade Level: 10-12

Unit Title: What is an Entrepreneur?

Unit Summary: "What is an entrepreneur?" is an introductory unit that focuses on the common characteristics that entrepreneurs display, the risks and rewards of being an entrepreneur, the effect that entrepreneurs have on the economy and the types of business ownership available to entrepreneurs. At the end of this unit students will have a better understanding of what it means to be an entrepreneur.

Primary Interdisciplinary Connections: Career Education, English, Mathematics and Technology

21st Century Themes ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy
☒ Information Literacy ☒ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy

Unit Rationale: This unit will serve as an introduction to who entrepreneurs are and what they do. It will be the foundation for the remaining units, which will focus on writing a business plan and running a new business. Most entrepreneurs demonstrate common characteristics. Knowing what they are, and how these traits can be developed, can be helpful to students in becoming successful entrepreneurs. Gaining an understanding of how entrepreneurship affects the economy, and how economics affects entrepreneurs, is helpful in understanding our society and economy.

Career Readiness (Standard 9):

9.2 Career Awareness, Exploration, Preparation, and Training

9.4 Life Literacies and Key Skills

Learning Targets

Standards:

9.1 Personal Financial Literacy

12.1 & 2 Social and Emotional Standards

LA Language Arts

MA Mathematics

Content Statements:

9.1.12.CFR - The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.

9.1.12.EG - Tax rates vary based on your financial situation. There are different ways you can influence government policy to improve your financial situation.

9.1.12.FP - To be fiscally responsible, an individual's finances should align with his or her values and goals. Biological behavioral biases, psychology, and unconscious beliefs affect financial decision-making.

9.1.12.PB - There are ways to align your investments with your personal financial goals.

9.1.12.RM - A person's tolerance for investment risk can change depending on factors such as life circumstances, financial goals, and economic conditions.

9.2.12.CAP - There are strategies to improve one's professional value and marketability. Career planning requires purposeful planning based on research, self-knowledge, and informed choices. An individual's income and benefit needs and financial plan can change over time. Securing an income



involves an understanding of the costs and time in preparing for a career field, interview and negotiation skills, job searches, resume development, prior experience, and vesting and retirement plans. There are ways to assess a business's feasibility and risk and to align it with an individual's financial goals.

9.4.12.CI - With a growth mindset, failure is an important part of success. Innovative ideas or innovation can lead to career opportunities.

9.4.12.CT - 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.DC - Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another's original works without permission or appropriate credit. Laws govern many aspects of computing, such as privacy, data, property, information, and identity. These laws can have beneficial and harmful effects, such as expediting or delaying advancements in computing and protecting or infringing upon people's rights

9.4.12.IML - Digital tools such as artificial intelligence, image enhancement and analysis, and sophisticated computer modeling and simulation create new types of information that may have profound effects on society. These new types of information must be evaluated carefully. Accurate information may help in making valuable and ethical choices.

9.4.12.TL - Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.

SEL.PK.12.2 - Self-Management

SEL.PK.12.3 – Social Awareness

SEL.PK.12.5 – Relationship Skills

LA.RL11-12. - Reading Literature

MA.A.CED - Creating Equations

CPI#:	Cumulative Progress Indicator (CPI):
9.1.12.CFR.3	Research companies with corporate governance policies supporting the common good and human rights.
9.1.12.EG.2	Explain why various forms of income are taxed differently.
9.1.12.EG.3	Explain how individuals and businesses influence government policies.
9.1.12.EG.4	Explain the relationship between your personal financial situation and the broader economic and governmental policies.
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.
9.1.12.FP.2	Explain how an individual's financial values and goals may change across a lifetime and the adjustments to the personal financial plan that may be needed.
9.1.12.FP.3	Relate the concept of delayed gratification (i.e., psychological distance) to meeting financial goals, investing and building wealth over time.
9.1.12.PB.2	Prioritize financial decisions by considering alternatives and possible consequences.
9.1.12.RM.2	Identify types of investments appropriate for different objectives such as liquidity, income, and growth.



9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those skills.
9.2.12.CAP.7	Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.
9.2.12.CAP.13	Analyze how the economic, social, and political conditions of a time period can affect the labor market.
9.2.12.CAP.14	Analyze and critique various sources of income and available resources (e.g., financial assets, property, and transfer payments) and how they may substitute for earned income.
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.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
9.4.12.DC.2	Compare and contrast international differences in copyright laws and ethics.
9.4.12.DC.3	Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).
9.4.12.IML.3	Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8)
9.4.12.IML.7	Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJLSA.W1, 7.1.AL.PRSNT.4).
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task (e.g., W.11-12.6.).
SEL.PK.12.1.3	Recognize one's personal traits, strengths, and limitations
SEL.PK.12.2.2	Recognize the skills needed to establish and achieve personal and educational goals.



LA.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
MA.A-CED.A.1	Create equations and inequalities in one variable and use them to solve problems.
MA.A-CED.A.4	Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations.

Unit Essential Questions:

- What is an entrepreneur?
- How do entrepreneurs use basic mathematics and communication skills?
- What characteristics are most commonly associated with successful entrepreneurs?
- What are the risks and rewards associated with going into business for yourself?
- What relationships do entrepreneurs and the economy have?
- What type of business ownership is best for a particular business venture?

Unit Enduring Understandings:

- Successful entrepreneurs share many different traits and characteristics. Knowing your strengths and improving upon your weaknesses can improve your chances of being a successful entrepreneur.
- Entrepreneurship involves a great deal more than just starting or running a business.
- Having a successful business venture can be very rewarding financially and personally. Knowing the risk involved and how to assess it can increase your chances of success.
- Depending on the particular business venture it is important to choose the best form of ownership that takes into account capital, risk, taxes, etc.
- Our economy is built around small businesses and it is vital for our economy that small entrepreneurial businesses succeed.

Unit Learning Targets:

Students will....

- Define & list what it means to be an entrepreneur.
- Identify successful entrepreneurs and their achievements.
- Compare the pros and cons of being an entrepreneur.
- Describe and analyze the risks and rewards of starting their own business venture.
- Examine supply and demand relationships and graph the equilibrium point.
- List the key types of business ownership.



Evidence of Learning

Summative Assessment: 3 days

Equipment Needed: Teacher laptop, Student laptops, Projector, Internet Access

Teacher Resources:

Textbook: Entrepreneurship: Owning Your Future, Prentice Hall, 2010

Notes for Chapters 1, 2, and 3

Workbook Worksheets

Formative Assessments:

- Students will be assessed on workbook/classwork assignments.
- Students will be assessed on participation in groups.
- Students will be assessed on practice problems and case studies.
- Students will be assessed on chapter tests.



Lesson Plans

Lesson	Time Frame
Lesson 1 Could You Be an Entrepreneur?	1 day
Lesson 2 Sales Transactions	1 day
Lesson 3 Supply and Demand	1 day

Teacher Notes:

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

Textbook: Entrepreneurship: Owning Your Future, Prentice Hall, 2010

<http://eitccurriculum.com/resources/module/1>

<http://www.youngentrepreneur.com>

<http://www.entrepreneur.com>

<http://www.p21.org/about-us/p21-framework/257>

<http://www.self-directed-search.com>

<http://realtrees4kids.org/ninetwelve/supply.htm>

<http://www.practicalmoneyskills.com>

http://www.educationworld.com/a_tech/archives/sites.shtml

http://4h.msue.msu.edu/uploads/files/Youth_Entrepreneurial_Resource_List_Final.pdf

<http://www.slu.edu/eweb/connect/for-students/k-12-entrepreneurship>



Lesson Plan 1 - Unit 1

Content Area: Business Lesson Title: Could You Be An Entrepreneur? Time Frame: 1 day

Lesson Components

21st Century Themes

- ☐ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Career Education, English, Mathematics, and Technology

Integration of Technology:

Students will access the <http://www.self-directed-search.com> website to take the self-assessment test.

Equipment Needed:

Laptops with internet access.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Define characteristics of an entrepreneur. - Compare/contrast the different types of businesses an entrepreneur can start. - Identify personal strengths, weaknesses, and career interests. - Identify advantages and disadvantages to being an entrepreneur.	Lesson Sequence - In groups students will identify and discuss the characteristics of an entrepreneur and the different types of businesses an entrepreneur can start and/or run. - The groups will then compare their findings with the rest of the class. - Students will access the website http://www.self-directed-search.com and take the self-assessment test. - Students will share with the class what career areas their self-assessment suggested and whether or not it has potential for being an entrepreneur.	- Students will be assessed based on their participation in the group discussion. - Students will be assessed based on the completion of the online self-assessment test. - Students will be assessed based on their participation in the class discussion about their assessment findings.



Differentiation:

Flexible grouping; Mini workshops to re-teach or extend skills; Open-ended activities; Use of collaboration of various activities; Alternative assessments; Guided and reading; Multiple texts

Resources Provided:

- Textbook: Entrepreneurship: Owning Your Future, Prentice Hall, 2010
- Workbook
- Website: <http://www.self-directed-search.com>
- Teacher Chapter 1 Notes



Lesson Plan 2 - Unit 1

Content Area: Business	Lesson Title: Sales Transaction	Time Frame: 1 day
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Lesson Components

21st Century Themes

- | | |
|---|--|
| ☐ Global Awareness | ☒ Financial, Economic, Business and Entrepreneurial Literacy |
| ☐ Civic Literacy | ☐ Health Literacy |

21st Century Skills

- | | | |
|--|---|--|
| ☐ Creativity and Innovation | ☒ Critical Thinking and Problem Solving | ☐ Information Literacy |
| ☒ Life and Career Skills | ☐ Communication and Collaboration | ☐ Media Literacy |
| | | ☒ ICT Literacy |

Interdisciplinary Connections:

Career Education, English, Mathematics, and Technology

Integration of Technology:

Microsoft Excel Spreadsheets

Equipment Needed:

Laptop with Microsoft Excel, Projector, Calculator

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: ● Explain how to calculate item cost. ● Demonstrate how to calculate sales tax. ● Explain how markups and markdowns are calculated. ● Demonstrate how to project sales.	Lesson Sequence 1. Class will discuss the importance of math skills for an Entrepreneur. 2. Teacher will introduce the different math formulas used in business. 3. Teacher will lead the students through sample math problems. 4. Students will complete workbook pages of math problems. 5. Teacher will guide students through setting up an Excel Spreadsheet to calculate formulas.	● Students will be assessed based on their participation in the group discussion. ● Students will be assessed based on class participation. ● Students will be assessed based on their workbook page assignment. ● Students will be assessed based on their participation in the class discussion about their assessment findings.
Differentiation: Flexible grouping; Open-ended activities; Use of collaboration of various activities; Varied supplemental materials; Work alone/together; Alternative assessments; Multiple texts; Stations/Centers		
Resources Provided: ● Textbook: Entrepreneurship: Owning Your Future, Prentice Hall, 2010 ● Workbook ● Microsoft Excel ● Teacher Chapter 2 Notes		



Lesson Plan 3 - Unit 1

Content Area: Business Lesson Title: Supply & Demand Time Frame: 1 day

Lesson Components

21st Century Themes

- ☐ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☒ ICT Literacy

Interdisciplinary Connections:

Career Education, English, Mathematics, and Technology

Integration of Technology:

Students will access websites such as: <http://realtrees4kids.org/ninetwelve/supply.htm>; for examples of Supply and Demand.

Equipment Needed:

Laptop, Projector, Internet Access

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Define scarcity. - Explain supply and demand. - Compare and contrast the different supply and demand curves. - Define monopoly.	Lesson Sequence - Students will go onto the Internet and research definitions for scarcity, supply and demand. - Class will discuss the definition of scarcity. - Class will discuss the definition of supply and demand. - Class will discuss different examples of how supply and demand works. - Teacher will introduce monopoly. - Class will discuss the benefits and disadvantages of a monopoly.	- Students will be assessed based on their participation in the group discussion. - Students will be assessed based on class participation. - Students will be assessed based on their workbook page assignment.
Differentiation: Flexible grouping; Open-ended activities; Varied supplemental materials; Work alone/together; Alternative assessments; Guided and reading; Multiple texts		



Resources Provided:

- Textbook: Entrepreneurship: Owning Your Future, Prentice Hall, 2010
- Workbook
- Teacher Chapter 3 Notes
- Website: <http://realtrees4kids.org/ninetwelve/supply.htm>



Unit 2 Overview Template

Content Area: Business

Grade Level: 10-12

Unit Title: Business Plan

Unit Summary: This unit covers the importance of a business plan and the different elements that make up the business plan. It will also cover topics such as form of ownership and identifying and meeting a market need. Students will use the information presented in the course to prepare a three-part business plan following the standards set by the International Franchise Association Educational Council that is used for the FBLA and DECA participating events.

Primary Interdisciplinary Connections: Career Education, English, Mathematics, and Technology

21st Century Themes ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy
☒ Information Literacy ☒ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy

Unit Rationale: This unit will allow the students an opportunity to see what it really takes to create a business plan and how it can determine the success or failure of a business. Students will be given an opportunity to develop and present a proposal to form a business. The project provides an opportunity for students to demonstrate mastery of essential skills as they apply to the analysis of a business opportunity, the development of a marketing/promotion plan and the development of a financial plan.

Career Readiness (Standard 9):

9.2 Career Awareness, Exploration, Preparation, and Training
 9.4 Life Literacies and Key Skills

Learning Targets

Standards:

9.1 Personal Financial Literacy
 12.2, 3 & 5 Social and Emotional Standards
 LA Language Arts
 MA Mathematics

Content Statements:

9.1.12.CFR - The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.

9.1.12.EG - Tax rates vary based on your financial situation. There are different ways you can influence government policy to improve your financial situation.

9.1.12.FP - To be fiscally responsible, an individual's finances should align with his or her values and goals. Biological behavioral biases, psychology, and unconscious beliefs affect financial decision-making.

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involves an understanding of the costs and time in preparing for a career field, interview and negotiation skills, job searches, resume development, prior experience, and vesting and retirement plans. There are ways to assess a business's feasibility and risk and to align it with an individual's financial goals.

9.4.12.CI - With a growth mindset, failure is an important part of success. Innovative ideas or innovation can lead to career opportunities.

9.4.12.CT - 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.DC - Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another's original works without permission or appropriate credit. Laws govern many aspects of computing, such as privacy, data, property, information, and identity. These laws can have beneficial and harmful effects, such as expediting or delaying advancements in computing and protecting or infringing upon people's rights

9.4.12.IML - Digital tools such as artificial intelligence, image enhancement and analysis, and sophisticated computer modeling and simulation create new types of information that may have profound effects on society. These new types of information must be evaluated carefully. Accurate information may help in making valuable and ethical choices.

9.4.12.TL - Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.

SEL.PK.12.2 - Self-Management

SEL.PK.12.3 – Social Awareness

SEL.PK.12.5 – Relationship Skills

LA.RL11-12. - Reading Literature

MA.A.CED - Creating Equations

CPI#:	Cumulative Progress Indicator (CPI):
9.1.12.CFR.3	Research companies with corporate governance policies supporting the common good and human rights.
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9.1.12.EG.4	Explain the relationship between your personal financial situation and the broader economic and governmental policies.
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.
9.1.12.FP.2	Explain how an individual's financial values and goals may change across a lifetime and the adjustments to the personal financial plan that may be needed.
9.1.12.FP.3	Relate the concept of delayed gratification (i.e., psychological distance) to meeting financial goals, investing and building wealth over time.
9.1.12.PB.2	Prioritize financial decisions by considering alternatives and possible consequences.
9.1.12.RM.2	Identify types of investments appropriate for different objectives such as liquidity, income, and growth.



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9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those skills.
9.2.12.CAP.7	Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.
9.2.12.CAP.13	Analyze how the economic, social, and political conditions of a time period can affect the labor market.
9.2.12.CAP.14	Analyze and critique various sources of income and available resources (e.g., financial assets, property, and transfer payments) and how they may substitute for earned income.
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.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
9.4.12.DC.2	Compare and contrast international differences in copyright laws and ethics.
9.4.12.DC.3	Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).
9.4.12.IML.3	Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8)
9.4.12.IML.7	Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJLSA.W1, 7.1.AL.PRSNT.4).
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals.
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings, and perspectives of others.
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ.



SEL.PK-12.3.4	Demonstrate an awareness of the expectations for the expectations for social interactions in a variety of settings.
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others.
SEL.PK-12.5.5	Identify who, when, where, or how to seek help for oneself or others when needed.
LA.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
MA.A-CED.A.1	Create equations and inequalities in one variable and use them to solve problems.
MA.A-CED.A.4	Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations.

Unit Essential Questions:

- What are the different ownership options an entrepreneur has?
- Why do you need a business plan?
- Why should you perform market research?
- How do you prepare and present a business prospectus?

Unit Enduring Understandings:

- The business plan is an essential component to successfully financing, starting, and running a business.
- A business prospectus is a short description of a business plan. It includes three sections: a description and analysis of the business situation, a marketing/promotion plan, and a financing plan.

Unit Learning Targets:

Students will....

- Be able to identify and explain the different types of business ownership and business plan.
- Be able to explain market research and how it is used.
- Exchange information and ideas with others through writing, speaking, reading, and listening.
- Derive facts from data, findings from facts, conclusions from findings and recommendations from conclusions.
- Determine priorities and manage time commitments and deadlines.
- Self-evaluate personal skills, knowledge, abilities and willingness to take risks.



Evidence of Learning

Summative Assessment: 5 days

Equipment Needed: Teacher laptop, Student laptops, Projector, Internet Access

Teacher Resources:

Textbook: Entrepreneurship: Owning Your Future, Prentice Hall, 2010

Notes for Chapters 4, 5, and 6

Workbook Worksheets

Form of Ownership group project

Formative Assessments:

- Students will be assessed on workbook/classwork assignments.
- Students will be assessed on participation in groups.
- Students will be assessed on practice problems and case studies.
- Students will be assessed on chapter tests.



Lesson Plans

Lesson	Time Frame
Lesson 1 Form of Ownership Group Project	5 days
Lesson 2 Why Do You Need A Business Plan?	1 day
Lesson 3 Market Research	1 day

Teacher Notes:

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

Teacher Resources: Entrepreneurship: Owning Your Future, Prentice Hall, 2010

<https://www.sba.gov/writing-business-plan>

<http://www.fbila-pbl.org/fbila/membership-benefits/education-curriculum/baa/alignments/>

<http://www.njbia.org>

http://www.bplans.com/sample_business_plans.php

<http://www.marketingteacher.com>

<http://www.youngentrepreneur.com>

<http://www.entrepreneur.com>

<http://www.p21.org/about-us/p21-framework/257>

<http://www.practicalmoneyskills.com>

[http://4h.msue.msu.edu/uploads/files/Youth Entrepreneurial Resource List Final.pdf](http://4h.msue.msu.edu/uploads/files/Youth_Entrepreneurial_Resource_List_Final.pdf)

<http://www.slu.edu/eweb/connect/for-students/k-12-entrepreneurship>



Lesson Plan 1 – Unit 2

Content Area: Business Lesson Title: Form of Ownership Group Project Time Frame: 5 days

Lesson Components

21st Century Themes

- ☐ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☐ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Career Education, English, Mathematics, and Technology

Integration of Technology:

Students will perform research on the Internet and create a Microsoft PowerPoint presentation on a specific topic.

Equipment Needed:

Laptops; Projector; Microsoft PowerPoint; Internet access.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Define one form of business ownership. - List and explain the advantages and disadvantages of this type of ownership. - Identify and explain the legal requirements of that form of ownership. - Prepare a Microsoft PowerPoint presentation on their assigned topic.	Lesson Sequence - Teacher will break the class into groups. - Teacher will introduce the Form of Ownership group project. - As a group, students will research their form of ownership using their textbook and the Internet. - As a group, students will prepare a Microsoft PowerPoint presentation to the class on their form of ownership. - As a group, students will present their form of ownership to the class.	- Students will be assessed based on class participation. - Students will be assessed based on their participation in the group participation. - Students will be assessed based on their role in the group presentations.
Differentiation: Flexible grouping; Open-ended activities; Use of collaboration of various activities; Work alone/together; Alternative assessments; Leveled rubrics; Multiple texts; Project based learning; Stations/Centers; Tiered activities/assignments; Varying organizers for instruction.		



Resources Provided:

- Textbook: Entrepreneurship: Owning Your Future, Prentice Hall, 2010
- Workbook
- Teacher Chapter 4 Notes
- Websites:
 - <https://www.sba.gov/writing-business-plan>
 - <http://www.fbلا-pbl.org/fbla/membership-benefits/education-curriculum/baa/alignments/>
 - <http://www.njbia.org>
 - http://www.bplans.com/sample_business_plans.php
 - <http://www.marketingteacher.com>



Lesson Plan 2 – Unit 2

Content Area: Business Lesson Title: Why Do You Need a Business Plan? Time Frame: 1 day

Lesson Components

21st Century Themes

- ☐ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☒ ICT Literacy

Interdisciplinary Connections:

Career Education, English, Mathematics, and Technology

Integration of Technology:

Students will access the internet to research why business plans are needed and their components.

Equipment Needed:

Laptop, Projector, Internet Access

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Define what a business plan is. - Identify and explain the purpose of a business plan. - Identify and explain the importance of a business plan. - Explain who looks at a business plan and what they use it for.	Lesson Sequence - Teacher will introduce what a business plan is. - Class will discuss the purpose of a business plan. - Class will discuss why a business plan is important. - Teacher will introduce who looks at a business plan and what they use it for. - Students will use assigned websites to look at sample business plans.	- Students will be assessed based on their participation in the group discussion. - Students will be assessed based on class participation. - Students will be assessed based on their workbook page assignment.
Differentiation: Flexible grouping; Mini workshops to re-teach or extend skills; Open-ended activities; Use of collaboration of various activities; Independent research and projects; Stations/Centers; Tiered activities/assignments		
Resources Provided: - Textbook: Entrepreneurship: Owning Your Future, Prentice Hall, 2010 - Workbook - Teacher Chapter 5 Notes - Websites: https://www.sba.gov/writing-business-plan http://www.fbila-pbl.org/fbla/membership-benefits/education-curriculum/baa/alignments/ http://www.njbila.org http://www.bplans.com/sample_business_plans.php http://www.marketingteacher.com		



Lesson Plan 3 – Unit 2

Content Area: Business Lesson Title: Market Research Time Frame: 1 day

Lesson Components

21st Century Themes

- ☐ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☒ ICT Literacy

Interdisciplinary Connections:

Career Education, English, Mathematics, and Technology

Integration of Technology:

Students will access websites to look up sample research surveys.

Equipment Needed:

Laptop, Projector, Internet Access

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Define market research. - Identify and explain the five steps of primary market research. - Explain what a survey should include.	Lesson Sequence - The teacher will ask students about their experience with completing surveys. - Class will discuss when a survey and/or research would be helpful. - Teacher will introduce the five steps of primary market research. - Students will access the Internet and research sample surveys.	- Students will be assessed based on their participation in the group discussion. - Students will be assessed based on class participation. - Students will be assessed on research completed. - Students will be assessed based on their workbook page assignment.
Differentiation: Flexible grouping; Open-ended activities; Use of collaboration of various activities; Varied product choices; Varied supplemental materials; Project based learning; Stations/Centers; Tiered activities/assignments		
Resources Provided: - Textbook: Entrepreneurship: Owning Your Future, Prentice Hall, 2010 - Workbook - Teacher Chapter 6 Notes - Website: https://www.sba.gov/writing-business-plan http://www.njbia.org		



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<http://www.youngentrepreneur.com>

<http://www.entrepreneur.com>

<http://www.p21.org/about-us/p21-framework/257>

<http://www.practicalmoneyskills.com>

[http://4h.msue.msu.edu/uploads/files/Youth Entrepreneurial Resource List Final.pdf](http://4h.msue.msu.edu/uploads/files/Youth_Entrepreneurial_Resource_List_Final.pdf)

<http://www.slu.edu/eweb/connect/for-students/k-12-entrepreneurship>



Unit 3 Overview Template

Content Area: Business **Grade Level:** 10-12 **Unit Title:** Marketing Your Business

Unit Summary: This unit will focus on taking an idea for a business and turning it into a viable plan. Students will analyze the financial forms necessary to put together the financial section of a business plan. Students will also explore ways an owner can protect their business through insurance or from theft and damages. This unit also looks at what an entrepreneur needs to consider when selecting a location for their business. Lastly, this unit will cover the marketing mix and the variety of aspects a future business owner needs to consider.

Primary Interdisciplinary Connections: Career Education, English, Mathematics, and Technology

21st Century Themes ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy
☒ Information Literacy ☒ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy

Unit Rationale: This unit will continue to help the students prepare their business plan. Not every business idea is a good business opportunity. It is important to research ideas and find the demand for a product or service. Topics covered will include the financial statements, insurance, location, layout, and the marketing mix.

Career Readiness (Standard 9):

9.2 Career Awareness, Exploration, Preparation, and Training
 9.4 Life Literacies and Key Skills

Learning Targets

Standards:

9.1 Personal Financial Literacy
 12.1 & 12.4 Social and Emotional Standards
 LA Language Arts
 MA Mathematics

Content Statements:

9.1.12.CFR - The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.

9.1.12.EG - Tax rates vary based on your financial situation. There are different ways you can influence government policy to improve your financial situation.

9.1.12.FP - To be fiscally responsible, an individual's finances should align with his or her values and goals. Biological behavioral biases, psychology, and unconscious beliefs affect financial decision-making.

9.1.12.PB - There are ways to align your investments with your personal financial goals.

9.1.12.RM - A person's tolerance for investment risk can change depending on factors such as life circumstances, financial goals, and economic conditions.

9.2.12.CAP - There are strategies to improve one's professional value and marketability. Career planning requires purposeful planning based on research, self-knowledge, and informed choices. An individual's income and benefit needs and financial plan can change over time. Securing an income



involves an understanding of the costs and time in preparing for a career field, interview and negotiation skills, job searches, resume development, prior experience, and vesting and retirement plans. There are ways to assess a business's feasibility and risk and to align it with an individual's financial goals.

9.4.12.CI - With a growth mindset, failure is an important part of success. Innovative ideas or innovation can lead to career opportunities.

9.4.12.CT - 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.DC - Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another's original works without permission or appropriate credit. Laws govern many aspects of computing, such as privacy, data, property, information, and identity. These laws can have beneficial and harmful effects, such as expediting or delaying advancements in computing and protecting or infringing upon people's rights

9.4.12.IML - Digital tools such as artificial intelligence, image enhancement and analysis, and sophisticated computer modeling and simulation create new types of information that may have profound effects on society. These new types of information must be evaluated carefully. Accurate information may help in making valuable and ethical choices.

9.4.12.TL - Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.

SEL.PK.12.2 - Self-Management

SEL.PK.12.4 - Responsible Decision-Making

LA.RL11-12. - Reading Literature

MA.A.CED - Creating Equations

CPI#:	Cumulative Progress Indicator (CPI):
9.1.12.CFR.3	Research companies with corporate governance policies supporting the common good and human rights.
9.1.12.EG.2	Explain why various forms of income are taxed differently.
9.1.12.EG.3	Explain how individuals and businesses influence government policies.
9.1.12.EG.4	Explain the relationship between your personal financial situation and the broader economic and governmental policies.
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.
9.1.12.FP.2	Explain how an individual's financial values and goals may change across a lifetime and the adjustments to the personal financial plan that may be needed.
9.1.12.FP.3	Relate the concept of delayed gratification (i.e., psychological distance) to meeting financial goals, investing and building wealth over time.
9.1.12.PB.2	Prioritize financial decisions by considering alternatives and possible consequences.
9.1.12.RM.2	Identify types of investments appropriate for different objectives such as liquidity, income, and growth.
9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.



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9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those skills.
9.2.12.CAP.7	Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.
9.2.12.CAP.13	Analyze how the economic, social, and political conditions of a time period can affect the labor market.
9.2.12.CAP.14	Analyze and critique various sources of income and available resources (e.g., financial assets, property, and transfer payments) and how they may substitute for earned income.
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.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
9.4.12.DC.2	Compare and contrast international differences in copyright laws and ethics.
9.4.12.DC.3	Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).
9.4.12.IML.3	Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8)
9.4.12.IML.7	Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLSA.W1, 7.1.AL.PRSNT.4).
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
SEL.PK.12.2.2	Recognize the skills needed to establish and achieve personal and educational goals.
SEL.PK.12.4.1	Develop, implement and model effective problem solving and critical thinking skills.
LA.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.



MA.A-CED.A.1	Create equations and inequalities in one variable and use them to solve problems.
MA.A-CED.A.4	Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations.
Unit Essential Questions: • How do you conduct effective market research? • What is a feasibility study and how is it used? • What financial documents are needed for your business plan? • What does an entrepreneur need to consider when choosing a location for their business? • What is the marketing mix?	
Unit Enduring Understandings: • Feasibility studies aim to objectively and rationally uncover the strengths and weaknesses of the proposed venture. If the idea is feasible, then the next step is to write a business plan. • Market research must take into account the business environment, target market, and competition. • Well-prepared financial statements make decisions regarding location and marketing easier for the business owner.	
Unit Learning Targets: <i>Students will....</i> • Compare and contrast various types of business opportunities. • Describe methods used to evaluate business opportunities. • Identify market research methods. • Identify and prepare different financial forms needed for a business plan. • Explain the different types of insurance available to a business. • Identify and explain the different components of the marketing mix.	



Evidence of Learning

Summative Assessment: 3 days

Equipment Needed: Teacher laptop, Student laptops, Projector, Internet Access

Teacher Resources:

Textbook: Entrepreneurship: Owning Your Future, Prentice Hall, 2010

Notes for Chapters 7, 8, and 9

Workbook Worksheets

Formative Assessments:

- Students will be assessed on workbook/classwork assignments.
- Students will be assessed on participation in groups.
- Students will be assessed on practice problems and case studies.
- Students will be assessed on chapter tests.



Lesson Plans

Lesson	Time Frame
Lesson 1 Proof of Business	1 day
Lesson 2 Location for Business	1 day
Lesson 3 The Marketing Mix	1 day

Teacher Notes:

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

Teacher Resources: Entrepreneurship: Owning Your Future, Prentice Hall, 2010

<https://www.score.org/>

<http://www.businessinsurance.com/>

<https://www.sba.gov/writing-business-plan>

<http://www.njbia.org>

http://www.bplans.com/sample_business_plans.php

<http://www.marketingteacher.com>

<http://www.youngentrepreneur.com>

<http://www.entrepreneur.com>

<http://www.p21.org/about-us/p21-framework/257>

<http://www.practicalmoneyskills.com>

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<http://www.slu.edu/eweb/connect/for-students/k-12-entrepreneurship>



Lesson Plan 1 – Unit 3

Content Area: Business

Lesson Title: Proof of Business

Time Frame: 1 day

Lesson Components

21st Century Themes

- ☐ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☐ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Career Education, English, Mathematics, and Technology

Integration of Technology:

Students will perform research on the Internet and use their laptops to access a variety of websites about protecting your business from theft.

Equipment Needed:

Laptops; Projector; Internet access

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Define shoplifting. - Identify and explain robbery, credit card fraud, and bad checks. - Identify and explain ways to prevent employee theft.	Lesson Sequence - Class will discuss the different ways a business can be a victim of theft. - Teacher will define and explain shoplifting, robbery, credit card fraud, and bad checks. - Students will use the Internet to identify ways for a business to prevent theft. - Class will discuss the different forms of employee theft.	- Students will be assessed based on class participation. - Students will be assessed based on completed research. - Students will be assessed based on completed workbook assignments.
Differentiation: Flexible grouping; Goal setting with students; Open-ended activities; Use of collaboration of various activities; Alternative assessments; Multiple texts; Project based learning		
Resources Provided: - Textbook: Entrepreneurship: Owning Your Future, Prentice Hall, 2010 - Workbook - Teacher Chapter 7 Notes - Websites: https://www.sba.gov/writing-business-plan https://www.score.org/ http://www.businessinsurance.com/		



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<https://www.sba.gov/writing-business-plan>

<http://www.youngentrepreneur.com>

<http://www.entrepreneur.com>

<http://www.p21.org/about-us/p21-framework/257>



Lesson Plan 2 – Unit 3

Content Area: Business Lesson Title: Location for Business Time Frame: 1 day

Lesson Components

21st Century Themes

- ☐ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☒ ICT Literacy

Interdisciplinary Connections:

Career Education, English, Mathematics, and Technology

Integration of Technology:

Students will access the internet to research and identify places in the area that would be appropriate for opening a business.

Equipment Needed:

Laptop, Projector, Internet Access

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify and describe different location possibilities for a business. - Explain the difference in location needs for a retail and non-retail business. - Identify and explain different options in obtaining a location for a business.	Lesson Sequence - Students will use the Internet to research a variety of businesses and the different locations. - The teacher will introduce the different location possibilities for a business. - Class will discuss the different needs for a retail business versus a non-retail business. - Teacher will explain the options an entrepreneur has in obtaining a location for a business (rent or buy). - Students will research the Internet to identify prices of retail space locations in the local area.	- Students will be assessed based on their participation in the class discussion. - Students will be assessed based on class participation. - Students will be assessed based on their workbook page assignment.
Differentiation: Flexible grouping; Use of collaboration of various activities; Varied supplemental materials; Alternative assessments; Guided and reading; Independent research and projects; Multiple texts; Tiered activities/assignments		



Resources Provided:

- Textbook: Entrepreneurship: Owning Your Future, Prentice Hall, 2010
- Workbook
- Teacher Chapter 8 Notes
- Websites: <https://www.sba.gov/writing-business-plan>
<https://www.score.org/>
<http://www.businessinsurance.com/>
<https://www.sba.gov/writing-business-plan>
<http://www.njbia.org>
http://www.bplans.com/sample_business_plans.php
<http://www.youngentrepreneur.com>
<http://www.entrepreneur.com>



Lesson Plan 3 – Unit 3

Content Area: Business Lesson Title: The Marketing Mix Time Frame: 1 day

Lesson Components

21st Century Themes

- ☐ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☒ ICT Literacy

Interdisciplinary Connections:

Career Education, English, Mathematics, and Technology

Integration of Technology:

Students will access the Internet to research different advertisements or displays for business use.

Equipment Needed:

Laptop, Projector, Internet Access

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify and explain the four P's of the Marketing Mix: Price, Product, Promotion, and Place. - Define the channels of distribution. - Explain how businesses calculate the price of their product. - Compare and contrast the effectiveness of commercials for advertising.	Lesson Sequence - Teacher will introduce the four P's of the Marketing Mix. - Class will discuss the channels of distribution. - Teacher will lead students through cost-based pricing examples - In groups, students will access the Internet to find one effective commercial. - Students share advertisements with class.	- Students will be assessed based on their participation in the group discussion. - Students will be assessed based on class participation. - Students will be assessed on research completed. - Students will be assessed based on their workbook page assignment.
Differentiation: Flexible grouping; Mini workshops to re-teach or extend skills; Open-ended activities; Use of collaboration of various activities; Varied supplemental materials; Alternative assessments; Guided and reading; Multiple texts		
Resources Provided: - Textbook: Entrepreneurship: Owning Your Future, Prentice Hall, 2010 - Workbook - Teacher Chapter 9 Notes - Website: https://www.sba.gov/writing-business-plan https://www.score.org/ https://www.sba.gov/writing-business-plan		



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<http://www.njbia.org>

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Unit 4 Overview Template

Content Area: Business **Grade Level:** 10-12 **Unit Title:** Managing Your Business

Unit Summary: This unit will focus on aspects of managing a business staff and finances. Students will identify, research, explain, and apply what is required for hire, compensation and managing a staff effectively. The unit then focuses on setting up a record keeping system and inventory tracking system. Lastly, managing and analyzing financial performance as well as the professionals who help achieve specific business goals.

Primary Interdisciplinary Connections: Career Education, English, Mathematics, and Technology

21st Century Themes ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy
☒ Information Literacy ☒ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy

Unit Rationale: This unit will continue to build a business plan. It focuses on two of the major aspects of running a business with staff and finances. The unit focuses on hiring the right employees and professionals to ensure a successful business.

Career Readiness (Standard 9):

9.2 Career Awareness, Exploration, Preparation, and Training
 9.4 Life Literacies and Key Skills

Learning Targets

Standards:

9.1 Personal Financial Literacy
 12.1,3,4,& 5 Social and Emotional Standards
 LA Language Arts
 MA Mathematics

Content Statements:

9.1.12.CFR - The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.

9.1.12.EG - Tax rates vary based on your financial situation. There are different ways you can influence government policy to improve your financial situation.

9.1.12.FP - To be fiscally responsible, an individual's finances should align with his or her values and goals. Biological behavioral biases, psychology, and unconscious beliefs affect financial decision-making.

9.1.12.PB - There are ways to align your investments with your personal financial goals.

9.1.12.RM - A person's tolerance for investment risk can change depending on factors such as life circumstances, financial goals, and economic conditions.

9.2.12.CAP - There are strategies to improve one's professional value and marketability. Career planning requires purposeful planning based on research, self-knowledge, and informed choices. An individual's income and benefit needs and financial plan can change over time. Securing an income involve an understanding of the costs and time in preparing for a career field, interview and negotiation skills, job searches, resume development, prior experience, and vesting and retirement



plans. There are ways to assess a business’s feasibility and risk and to align it with an individual’s financial goals.

9.4.12.CI - With a growth mindset, failure is an important part of success. Innovative ideas or innovation can lead to career opportunities.

9.4.12.CT - 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.DC - Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another’s original works without permission or appropriate credit. Laws govern many aspects of computing, such as privacy, data, property, information, and identity. These laws can have beneficial and harmful effects, such as expediting or delaying advancements in computing and protecting or infringing upon people’s rights

9.4.12.IML - Digital tools such as artificial intelligence, image enhancement and analysis, and sophisticated computer modeling and simulation create new types of information that may have profound effects on society. These new types of information must be evaluated carefully. Accurate information may help in making valuable and ethical choices.

9.4.12.TL - Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.

SEL.PK-12.1 - Self-Awareness

SEL.PK.12.3 – Social Awareness

SEL.PK.12.4 - Responsible Decision-Making

SEL.PK.12.5 – Relationship Skills

LA.RL11-12. - Reading Literature

MA.A.CED - Creating Equations

CPI#:	Cumulative Progress Indicator (CPI):
9.1.12.CFR.3	Research companies with corporate governance policies supporting the common good and human rights.
9.1.12.EG.2	Explain why various forms of income are taxed differently.
9.1.12.EG.3	Explain how individuals and businesses influence government policies.
9.1.12.EG.4	Explain the relationship between your personal financial situation and the broader economic and governmental policies.
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.
9.1.12.FP.2	Explain how an individual’s financial values and goals may change across a lifetime and the adjustments to the personal financial plan that may be needed.
9.1.12.FP.3	Relate the concept of delayed gratification (i.e., psychological distance) to meeting financial goals, investing and building wealth over time.
9.1.12.PB.2	Prioritize financial decisions by considering alternatives and possible consequences.
9.1.12.RM.2	Identify types of investments appropriate for different objectives such as liquidity, income, and growth.
9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.



9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those skills.
9.2.12.CAP.7	Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.
9.2.12.CAP.13	Analyze how the economic, social, and political conditions of a time period can affect the labor market.
9.2.12.CAP.14	Analyze and critique various sources of income and available resources (e.g., financial assets, property, and transfer payments) and how they may substitute for earned income.
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.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
9.4.12.DC.2	Compare and contrast international differences in copyright laws and ethics.
9.4.12.DC.3	Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).
9.4.12.IML.3	Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8)
9.4.12.IML.7	Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLSA.W1, 7.1.AL.PRSNT.4).
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
SEL.PK.12.1.3	Recognize one's personal traits, strengths, and limitations.
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ.
SEL.PK-12.3.4	Demonstrate an awareness of the expectations for the expectations for social interactions in a variety of settings.
SEL.PK.12.4.1	Develop, implement and model effective problem solving and critical thinking skills.



SEL.PK-12.4.3	Evaluate personal, ethical, safety and civic impact of decisions.
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others.
LA.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
MA.A-CED.A.1	Create equations and inequalities in one variable and use them to solve problems.
MA.A-CED.A.4	Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations.
Unit Essential Questions: • What goes into hiring employees? • How do I set up a record keeping and inventory system? • How do I manage and analyze cash flow and financial performance?	
Unit Enduring Understandings: • Spending the time and money to ensure the correct employees for guaranteed success of a business. • Accurate record keeping and inventory systems will help to ensure business runs smoothly and effectively.	
Unit Learning Targets: <i>Students will....</i> • Explain the process of hiring new employees. • Identify and explain the different compensation packages. • Demonstrate a basic record keeping and inventory system. • Explain and demonstrate the basic accounting formulas. • Compare and contrast the various ways to manage and analyze a business's financial performance.	



Evidence of Learning

Summative Assessment: 3 days

Equipment Needed: Teacher laptop, Student laptops, Projector, Internet Access

Teacher Resources:

Textbook: Entrepreneurship: Owning Your Future, Prentice Hall, 2010

Notes for Chapters 10, 11, and 12

Workbook Worksheets

Formative Assessments:

- Students will be assessed on workbook/classwork assignments.
- Students will be assessed on participation in groups.
- Students will be assessed on practice problems and case studies.
- Students will be assessed on chapter tests.



Lesson Plans

Lesson	Time Frame
Lesson 1 Hiring Employees	1 day
Lesson 2 Basic Accounting	1 day
Lesson 3 Analyzing Financial Performance	1 day

Teacher Notes:

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

Teacher Resources: Entrepreneurship: Owning Your Future, Prentice Hall, 2010

<https://www.score.org/>

<http://www.businessinsurance.com/>

<http://www.snagajob.com>

<http://www.monster.com>

<http://missepa.com>

<https://www.sba.gov/writing-business-plan>

<http://www.njbia.org>

<http://www.practicalmoneyskills.com>

[http://4h.msue.msu.edu/uploads/files/Youth Entrepreneurial Resource List Final.pdf](http://4h.msue.msu.edu/uploads/files/Youth_Entrepreneurial_Resource_List_Final.pdf)

<http://www.slu.edu/eweb/connect/for-students/k-12-entrepreneurship>



Lesson Plan 1 – Unit 4

Content Area: Business Lesson Title: Hiring Employees Time Frame: 1 day

Lesson Components

21st Century Themes

- ☐ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☐ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Career Education, English, Mathematics, and Technology

Integration of Technology:

Students will perform research on the Internet and use their laptops to access a variety of job search websites.

Equipment Needed:

Laptops; Projector; Internet access

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Define job description. - Identify and explain organizational structure. - Explain the steps followed in hiring new employees. - Analyze the importance of Resume and References.	Lesson Sequence - Teacher will have students search the Internet and locate two available jobs with description. - Class will discuss different job descriptions, details and requirements. - Teacher will introduce organizational structure. - Class will discuss the steps to hiring new employees. - Students will share their job interview experience.	- Students will be assessed based on class participation. - Students will be assessed based on completed research. - Students will be assessed based on completed workbook assignments.
Differentiation: Flexible grouping; Mini workshops to re-teach or extend skills; Open-ended activities; Use of collaboration of various activities; Work alone/together; Alternative assessments; Project based learning; Stations/Centers		
Resources Provided: - Textbook: Entrepreneurship: Owning Your Future, Prentice Hall, 2010 - Workbook - Teacher Chapter 10 Notes - Websites: https://www.sba.gov/writing-business-plan https://www.score.org/		



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<http://www.businessinsurance.com/>
<http://www.snagajob.com>
<http://www.monster.com>
<http://missepa.com>
<https://www.sba.gov/writing-business-plan>
<http://www.njbia.org>



Lesson Plan 2 – Unit 4

Content Area: Business

Lesson Title: Basic Accounting

Time Frame: 1 day

Lesson Components

21st Century Themes

- ☐ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☒ ICT Literacy

Interdisciplinary Connections:

Career Education, English, Mathematics, and Technology

Integration of Technology:

Students will access the internet to research and identify various accounting forms and procedures for small businesses.

Equipment Needed:

Laptop, Projector, Internet Access

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Define basic accounting terms. - Demonstrate the basic accounting equation. - Compare and contrast the different financial statements used. - Identify professionals available to help with specific business finances.	Lesson Sequence - Class will discuss the different examples of assets, liabilities, and owner's equity. - Teacher will lead students through sample accounting equation problems. - Teacher will introduce and explain the different financial statements commonly used. - Students will use the Internet to research a variety of accounting and financial forms for small businesses.	- Students will be assessed based on their participation in the class discussion. - Students will be assessed based on class participation. - Students will be assessed based on completed research. - Students will be assessed based on their workbook page assignment.
Differentiation: Flexible grouping; Open-ended activities; Use of collaboration of various activities; Varied supplemental materials; Alternative assessments; Guided and reading; Independent research and projects; Stations/Centers		
Resources Provided: - Textbook: Entrepreneurship: Owning Your Future, Prentice Hall, 2010 - Workbook		



- Teacher Chapter 11 Notes
- Websites: <https://www.sba.gov/writing-business-plan>
<https://www.score.org/>
<http://www.businessinsurance.com/>
<http://www.snagajob.com>
<http://www.monster.com>
<http://missepa.com>
<http://www.njbja.org>
<http://www.practicalmoneyskills.com>
[http://4h.msue.msu.edu/uploads/files/Youth Entrepreneurial Resource List Final.pdf](http://4h.msue.msu.edu/uploads/files/Youth_Entrepreneurial_Resource_List_Final.pdf)
<http://www.slu.edu/eweb/connect/for-students/k-12-entrepreneurship>



Lesson Plan 3 – Unit 4

Content Area: Business Lesson Title: Analyzing Financial Performance Time Frame: 1 day

Lesson Components

21st Century Themes

- ☐ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☒ ICT Literacy

Interdisciplinary Connections:

Career Education, English, Mathematics, and Technology

Integration of Technology:

Students will utilize Microsoft Excel to create a spreadsheet to compute financial formulas.

Equipment Needed:

Laptop, Projector, Microsoft Excel, Internet Access

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Demonstrate several different financial analyses. • Define and explain gross sales, net sales, and gross profit. • Demonstrate how to calculate the break-even point.	Lesson Sequence 1. Teacher will introduce how to analyze sales by product. 2. Teacher will lead students through creating formulas in Microsoft Excel to calculate net sales and gross profit. 3. Class will complete sample problems to calculate the break-even point.	• Students will be assessed based on their participation in the group discussion. • Students will be assessed on spreadsheet completion. • Students will be assessed based on their workbook page assignment.
Differentiation: Flexible grouping; Open-ended activities; Use of collaboration of various activities; Varied product choices; Alternative assessments; Tiered activities/assignments		
Resources Provided: • Textbook: Entrepreneurship: Owning Your Future, Prentice Hall, 2010 • Workbook • Teacher Chapter 12 Notes • Website: https://www.sba.gov/writing-business-plan https://www.score.org/ http://missepa.com https://www.sba.gov/writing-business-plan http://www.njbia.org http://www.practicalmoneyskills.com http://4h.msue.msu.edu/uploads/files/Youth Entrepreneurial Resource List Final.pdf http://www.slu.edu/eweb/connect/for-students/k-12-entrepreneurship		



Unit 5 Overview Template

Content Area: Business	Grade Level: 10-12	Unit Title: Business Growth
Unit Summary: This unit will focus on the steps an entrepreneur can take to ensure the success and growth of a specific business. It covers topics such as using technology to help expand the business; the legal, ethical, and social responsibilities a company needs to ensure are being met. Finally, the unit analyzes the different aspects a company can do to develop a strategy of growth.		
Primary Interdisciplinary Connections: Career Education, English, Mathematics, and Technology		
21st Century Themes ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy ☒ Information Literacy ☒ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy		
Unit Rationale: This unit is the conclusion of this course. It covers the final steps an entrepreneur needs to consider when running and maintaining a business. The students will then utilize this information to prepare a mock business plan for a business of their choice.		
Career Readiness (Standard 9): 9.2 Career Awareness, Exploration, Preparation, and Training 9.4 Life Literacies and Key Skills		

Learning Targets

Standards: 9.1 Personal Financial Literacy 12.3 Social and Emotional Standards LA Language Arts MA Mathematics
Content Statements: 9.1.12.CFR - The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen. 9.1.12.EG - Tax rates vary based on your financial situation. There are different ways you can influence government policy to improve your financial situation. 9.1.12.FP - To be fiscally responsible, an individual's finances should align with his or her values and goals. Biological behavioral biases, psychology, and unconscious beliefs affect financial decision-making. 9.1.12.PB - There are ways to align your investments with your personal financial goals. 9.1.12.RM - A person's tolerance for investment risk can change depending on factors such as life circumstances, financial goals, and economic conditions. 9.2.12.CAP - There are strategies to improve one's professional value and marketability. Career planning requires purposeful planning based on research, self-knowledge, and informed choices. An individual's income and benefit needs and financial plan can change over time. Securing an income involves an understanding of the costs and time in preparing for a career field, interview and negotiation skills, job searches, resume development, prior experience, and vesting and retirement



plans. There are ways to assess a business's feasibility and risk and to align it with an individual's financial goals.

9.4.12.CI - With a growth mindset, failure is an important part of success. Innovative ideas or innovation can lead to career opportunities.

9.4.12.CT - 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.DC - Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another's original works without permission or appropriate credit. Laws govern many aspects of computing, such as privacy, data, property, information, and identity. These laws can have beneficial and harmful effects, such as expediting or delaying advancements in computing and protecting or infringing upon people's rights

9.4.12.IML - Digital tools such as artificial intelligence, image enhancement and analysis, and sophisticated computer modeling and simulation create new types of information that may have profound effects on society. These new types of information must be evaluated carefully. Accurate information may help in making valuable and ethical choices.

9.4.12.TL - Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.

SEL.PK.12.3 – Social Awareness

LA.RL11-12. - Reading Literature

MA.A.CED - Creating Equations

CPI#:	Cumulative Progress Indicator (CPI):
9.1.12.CFR.3	Research companies with corporate governance policies supporting the common good and human rights.
9.1.12.EG.2	Explain why various forms of income are taxed differently.
9.1.12.EG.3	Explain how individuals and businesses influence government policies.
9.1.12.EG.4	Explain the relationship between your personal financial situation and the broader economic and governmental policies.
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.
9.1.12.FP.2	Explain how an individual's financial values and goals may change across a lifetime and the adjustments to the personal financial plan that may be needed.
9.1.12.FP.3	Relate the concept of delayed gratification (i.e., psychological distance) to meeting financial goals, investing and building wealth over time.
9.1.12.PB.2	Prioritize financial decisions by considering alternatives and possible consequences.
9.1.12.RM.2	Identify types of investments appropriate for different objectives such as liquidity, income, and growth.
9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.



9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those skills.
9.2.12.CAP.7	Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.
9.2.12.CAP.13	Analyze how the economic, social, and political conditions of a time period can affect the labor market.
9.2.12.CAP.14	Analyze and critique various sources of income and available resources (e.g., financial assets, property, and transfer payments) and how they may substitute for earned income.
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.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
9.4.12.DC.2	Compare and contrast international differences in copyright laws and ethics.
9.4.12.DC.3	Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).
9.4.12.IML.3	Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8)
9.4.12.IML.7	Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLA.W1, 7.1.AL.PRSNT.4).
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
SEL.PK-12.3.2	Demonstrate and awareness of the differences among individuals, groups, and others' cultural backgrounds
SEL.PK-12.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings.
LA.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
MA.A-CED.A.1	Create equations and inequalities in one variable and use them to solve problems.



MA.A-CED.A.4

Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations.

Unit Essential Questions:

- What technology is available for a small business?
- What legal requirements must a business meet?
- What are the social responsibilities of a business owner?
- How to develop a strategy of growth for a successful business?

Unit Enduring Understandings:

- Keeping up with the ever-changing technology can be very costly. However, it can help to make sure the business owner is using the best technology for that specific business.
- Business owners have a great deal of responsibilities that go beyond the business itself.

Unit Learning Targets:

Students will....

- Identify and explain the use of a variety of computer hardware, software and social media outlets available to small businesses.
- Identify the costs associated with purchasing technology for a business.
- Compare and contrast the different regulations established by the government.
- Identify global, social trends and opportunities that are beneficial for growth.



Evidence of Learning

Summative Assessment: 10 days

Equipment Needed: Teacher laptop, Student laptops, Projector, Internet Access

Teacher Resources:

Textbook: Entrepreneurship: Owning Your Future, Prentice Hall, 2010

Notes for Chapters 13, 14, and 15

Workbook Worksheets

Business Plan Project

Formative Assessments:

- Students will be assessed on workbook/classwork assignments.
- Students will be assessed on practice problems and case studies.
- Students will be assessed on chapter tests.



Lesson Plans

Lesson	Time Frame
Lesson 1 Technology	1 day
Lesson 2 Social Responsibilities	1 day
Lesson 3 Business Plan	8 days

Teacher Notes:

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

Teacher Resources: Entrepreneurship: Owning Your Future, Prentice Hall, 2010

<https://www.apple.com>

<http://dell.com>

<https://squareup.com>

<http://www.businessnewsdaily.com/5067-free-business-templates-word-pdf.html>

<http://www.businessinsurance.com/>

<http://misscpa.com>

<https://www.sba.gov/writing-business-plan>

<http://www.njbia.org>

<http://www.practicalmoneyskills.com>

[http://4h.msue.msu.edu/uploads/files/Youth Entrepreneurial Resource List Final.pdf](http://4h.msue.msu.edu/uploads/files/Youth_Entrepreneurial_Resource_List_Final.pdf)

<http://www.slu.edu/eweb/connect/for-students/k-12-entrepreneurship>



Lesson Plan 1 – Unit 5

Content Area: Business Lesson Title: Technology Time Frame: 1 day

Lesson Components

21st Century Themes

- ☐ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☐ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Career Education, English, Mathematics, and Technology

Integration of Technology:

Students will access the Internet to research a variety of websites and technology available to businesses.

Equipment Needed:

Laptops; Projector; Internet access

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify the different types of hardware available. - Identify the different types of software available. - Identify and explain the different ways the Internet can be utilized for a small business.	Lesson Sequence - Class will discuss different types of technology available for a business. - Students will access the Internet and search for the different hardware and software available. - Students will search for different company websites and identify the different ways they use the Internet.	- Students will be assessed based on class participation. - Students will be assessed based on completed research. - Students will be assessed based on completed workbook assignments.
Differentiation: Flexible grouping; Open-ended activities; Varied supplemental materials; Alternative assessments; Project based learning; Stations/Centers; Tiered activities/assignments; Varying organizers for instruction		
Resources Provided: - Textbook: Entrepreneurship: Owning Your Future, Prentice Hall, 2010 - Workbook - Teacher Chapter 13 Notes - Websites: https://www.sba.gov/writing-business-plan https://squareup.com http://www.businessnewsdaily.com/5067-free-business-templates-word-pdf.html http://www.businessinsurance.com/		



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<http://www.njbia.org>

<http://www.practicalmoneyskills.com>

http://4h.msue.msu.edu/uploads/files/Youth_Entrepreneurial_Resource_List_Final.pdf

<http://www.slu.edu/eweb/connect/for-students/k-12-entrepreneurship>



Lesson Plan 2 – Unit 5

Content Area: Business Lesson Title: Social Responsibilities Time Frame: 1 day

Lesson Components

21st Century Themes

- ☐ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☒ ICT Literacy

Interdisciplinary Connections:

Career Education, English, Mathematics, and Technology

Integration of Technology:

Students will access the internet to research and identify different companies who practice social responsibilities.

Equipment Needed:

Laptop, Projector, Internet Access

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify and explain social responsibilities. - List examples of companies who demonstrate social responsibilities. - Identify and explain a company's responsibility to the environment.	Lesson Sequence - Class will discuss examples in their life of social responsibilities. - Students will utilize the Internet to research examples of companies who practice social responsibilities. - Students will share their examples with the class.	- Students will be assessed based on their participation in the class discussion. - Students will be assessed based on class participation. - Students will be assessed based on completed research. - Students will be assessed based on their workbook page assignment.
Differentiation: Flexible grouping; Open-ended activities; Use of collaboration of various activities; Alternative assessments; Project based learning; Stations/Centers; Tiered activities/assignments; Varying organizers for instruction		
Resources Provided: - Textbook: Entrepreneurship: Owning Your Future, Prentice Hall, 2010 - Workbook - Teacher Chapter 14 Notes - Websites: https://www.sba.gov/writing-business-plan https://squareup.com http://www.businessnewsdaily.com/5067-free-business-templates-word-pdf.html http://www.businessinsurance.com/		



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<http://www.practicalmoneyskills.com>

[http://4h.msue.msu.edu/uploads/files/Youth Entrepreneurial Resource List Final.pdf](http://4h.msue.msu.edu/uploads/files/Youth_Entrepreneurial_Resource_List_Final.pdf)

<http://www.slu.edu/eweb/connect/for-students/k-12-entrepreneurship>



Lesson Plan 3 – Unit 5

Content Area: Business

Lesson Title: Business Plan

Time Frame: 8 days

Lesson Components

21st Century Themes

- ☐ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☒ ICT Literacy

Interdisciplinary Connections:

Career Education, English, Mathematics, and Technology

Integration of Technology:

Students will use their laptops for research, as well as to prepare a business plan in Microsoft Word and Microsoft PowerPoint.

Equipment Needed:

Laptop, Projector, Microsoft Word, Microsoft PowerPoint, Internet Access

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify and explain the different parts of a business plan. - Write a business plan for their mock businesses. - Properly format a business plan in Microsoft Word. - Create a Microsoft PowerPoint presentation about their business.	Lesson Sequence - Teacher will introduce the business plan project. - Students will create a business plan for a mock business of their choice. - Students will prepare a Microsoft PowerPoint Presentation about their business plan. - Students will present their business plan to the class.	- Students will be assessed based on class participation. - Students will be assessed on their written business plan. - Students will be assessed based on their Microsoft PowerPoint Presentation. - Students will be assessed on their business plan oral presentation.
Differentiation: Flexible grouping; Open-ended activities; Varied supplemental materials; Work alone/together; Independent research and projects; Leveled rubrics; Multiple texts; Varying organizers for instruction		
Resources Provided: - Textbook: Entrepreneurship: Owning Your Future, Prentice Hall, 2010 - Workbook - Teacher Chapter 1-15 Notes - Website: https://www.sba.gov/writing-business-plan https://squareup.com http://www.businessnewsdaily.com/5067-free-business-templates-word-pdf.html http://www.businessinsurance.com/ http://missepa.com		



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<http://www.njbia.org>

<http://www.practicalmoneyskills.com>

[http://4h.msue.msu.edu/uploads/files/Youth Entrepreneurial Resource List Final.pdf](http://4h.msue.msu.edu/uploads/files/Youth_Entrepreneurial_Resource_List_Final.pdf)

<http://www.slu.edu/eweb/connect/for-students/k-12-entrepreneurship>



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson ***Strongly***, ***Moderately*** or ***Weakly*** meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	☒	☐	☐
Allow for student choice	☐	☒	☐
Provide scaffolding for acquiring targeted knowledge/skills	☐	☒	☐
Integrate global perspectives	☐	☒	☐
Integrate 21st century skills	☒	☐	☐
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	☒	☐	☐
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	☒	☐	☐
Are varied to address different student learning styles and preferences	☒	☐	☐
Are differentiated based on student needs	☒	☐	☐
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	☐	☒	☐
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	☒	☐	☐
Provide opportunities for student reflection and self- assessment	☒	☐	☐
Provide data to inform and adjust instruction to better meet the varying needs of learners	☒	☐	☐

Curriculum Design Template

Content Area: Business	Grade Level: 10-12	Course Title: Entrepreneurship
Created: Erica Moore	Board Approved on:	



SPRINGFIELD PUBLIC SCHOOLS

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

IEP AND 504 ACCOMMODATIONS AND MODIFICATIONS FOR EARLY CHILDHOOD AND ELEMENTARY SCHOOL STUDENTS:

Large print textbooks
Textbooks for at-home use
Additional time for assignments
Review of directions
Use of mnemonics
Have student restate information
Concrete examples
Adaptive writing utensils
Support auditory presentations with visuals
Use of a study carrel
Assistance in maintaining uncluttered space
Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
Space for movement or breaks
Study sheets and teacher outlines
Extra visual and verbal cues and prompts
Math sheets with highlighted instructions
Graph paper to assist in organizing or lining up math problems
Use of computers and calculators
Books on tape
Graphic organizers
Quiet corner or room to calm down and relax when anxious
Preferential seating
Alteration of the classroom arrangement
Reduction of distractions
Answers to be dictated
Hands-on activities
Use of manipulatives
No penalty for spelling errors or sloppy handwriting
Follow a routine/schedule
Alternate quiet and active time
Teach time management skills
Rest breaks
Verbal and visual cues regarding directions and staying on task
Agenda book and checklists
Adjusted assignment timelines
Visual daily schedule



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**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Varied reinforcement procedures
Immediate feedback
Work-in-progress check
Personalized examples

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

Answers to be dictated
Frequent rest breaks
Additional time
Oral testing
Untimed tests
Choice of test format (multiple-choice, essay, true-false)
Alternate ways to evaluate (projects or oral presentations instead of written tests)
Accept short answers
Open-book tests
Read test and directions to student
Provide study outline prior to tests
Highlight key directions
Test in alternative site
Use of calculator
Extra credit option
Preview test procedures
Simplified test wording; rephrased test questions and/or directions

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

Use of alternative books or materials on the topic being studied
Computerized spell-check support
Word bank of choices for answers to test questions
Provision of calculator and/or number line for math tests
Reworded questions in simpler language
Projects instead of written reports
Highlighting important words or phrases in reading assignments
Modified workload or length of assignments/tests
Modified time demands
Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS MODIFICATIONS:



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GLOBAL SKILLS**

Breaks between tasks
Cue expected behavior
Daily feedback to student
Have contingency plans
Use de-escalating strategies
Use positive reinforcement
Use proximity/touch control
Use peer supports and mentoring
Model expected behavior by adults
Have parent sign homework
Have parent sign behavior chart
Set and post class rules
Chart progress and maintain data



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GLOBAL SKILLS

IEP AND 504 ACCOMODATIONS AND MODIFICATIONS FOR MIDDLE AND HIGH SCHOOL STUDENTS:

Large print textbooks
Textbooks for at-home use
Additional time for assignments
A locker with adapted lock
Review of directions
Review sessions
Use of mnemonics
Have student restate information
Provision of notes or outlines
Concrete examples
Adaptive writing utensils
Support auditory presentations with visuals
Weekly or bi-weekly home-school communication
Space for movement or breaks
Study sheets and teacher outlines
Extra visual and verbal cues and prompts
Lab and math sheets with highlighted instructions
Graph paper to assist in organizing or lining up math problems
Use of tape recorder for lectures
Use of Interactive notebook
Use of a scribe
Use of computers and calculators
Books on tape
Graphic organizers
Quiet corner or room to calm down and relax when anxious
Preferential seating
Alteration of the classroom arrangement
Reduction of distractions
Answers to be dictated
Hands-on activities
Ability to type all assignments
Follow a routine/schedule
Teach time management and organizational skills
Rest breaks
Verbal and visual cues regarding directions and staying on task
Agenda book and checklists
Daily check-in with case manager or special education teacher
Adjusted assignment timelines
Visual daily schedule



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**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Varied reinforcement procedures
Immediate feedback
Work-in-progress check
Personalized examples

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

Answers to be dictated
Frequent rest breaks
Additional time
Oral testing
Choice of test format (multiple-choice, essay, true-false)
Alternate ways to evaluate (projects or oral presentations instead of written tests)
Accept short answers
Open-book or open-note tests
Read test and directions to student
Provide study guides prior to tests
Highlight key directions
Test in alternative site
Use of calculator
Extra credit option
Pace long-term projects
Preview test procedures
Simplified test wording; rephrased test questions and/or directions

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

Allow outlining, instead of writing for an essay or major project
Use of alternative books or materials on the topic being studied
Computerized spell-check support
Word bank of choices for answers to test questions
Provision of calculator for math tests
Film or video supplements in place of reading text
Reworded questions in simpler language
Projects instead of written reports
Highlighting important words or phrases in reading assignments
Modified workload or length of assignments/tests
Modified time demands



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GLOBAL SKILLS**

Pass/no pass option
Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS FOR STUDENTS:

- Breaks between tasks
- Cue expected behavior
- Daily feedback to student
- Have contingency plans
- Use de-escalating strategies
- Use positive reinforcement
- Use proximity/touch control
- Use peer supports and mentoring
- Model expected behavior by adults
- Have parent sign homework
- Set and post class rules
- Chart progress and maintain data



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ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS

Accommodations and Modifications for ESL Students

- Give tests orally
- Give instructions/directions in writing and orally
- Assign a peer tutor, same language or English speaking
- Allow use of bilingual/translation dictionary
- Provide summaries of text or study guides of particular chapters
- Allow errors in speaking
- Allow errors in writing
- Accept writing in first language
- Highlight key vocabulary
- Reduce amount of work required
- Assess comprehension through demonstration or other alternative means (gestures, drawings)
- Rephrase questions, directions, and explanations
- Reduce multiple choices on assessments
- Provide study guides and/ or outlines
- Shorten reading assignments
- Allow extended time for test/project completion
- Use of audio books
- Use of graphic organizers
- Use reduced text, so that print is not dense
- Use visuals/pictures throughout lesson/unit/assignment
- Adapt homework to reflect language proficiency/home support
- Adapt homework to reflect home support
- Provide hands-on activities and explanations
- Allow extended time to answer questions, and permit drawing, as an explanation
- Use of translation dictionaries to locate words in the native language
- Use anecdotal records and portfolio of work as forms of assessment
- Use story retellings to assess comprehension