

KINGSWAY REGIONAL SCHOOL DISTRICT



Committed to Excellence

Course Name: Exploring Entrepreneurship	Grade Level(s): 8
Department: Business	Credits: NA
BOE Adoption Date: October 2016	Revision Date(s): October 2018; September 2022

ABSTRACT

Entrepreneurship is an essential element for success in today's global society. Therefore, the elective course, Exploring Entrepreneurship, provides students with the opportunity to obtain and refine skills that focus on what it takes to successfully operate and lead a business within the 21st Century. By the end of the Exploring Entrepreneurship course, students will understand topics such as: *operating costs, markets, needs vs. wants, demand, branding, marketing, persuasive and public speaking*. Google technology suite will be emphasized throughout this course.

Proficiencies and Pacing Guide:
Course Title: Exploring Entrepreneurship
Prerequisite(s): None

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
Unit 1: Introduction to Entrepreneurship	4 Weeks	<p><u>NJ Student Learning Standards (NJSLS):</u></p> <p><i>Power Standards:</i> 9.1.8.A.2 9.1.8.A.3 9.1.8.A.5 9.1.8.E.1 9.1.8.F.2 9.2.8.B.2 9.3.12.BM.3 9.3.12.BM.4 9.3.12.BM.5</p> <p><i>Technology CPI Standards:</i> 8.1.8.A.2 8.1.8.A.1 8.1.2 (Strands: C, E, & F)</p> <p><i>Related Supporting ELA Standards:</i> RI.8.1 RI.8.5 RI.8.10 W.8.2.A-F W.8.6 SL.8.1.A-D</p>	<ol style="list-style-type: none"> 1. Students will be able to define and explain entrepreneurship. 2. Students will be instructed on the steps needed to start and maintain a business opportunity. 3. Students will be able to distinguish the role of the entrepreneur in business. 4. Students will identify the necessary traits and characteristics of a successful entrepreneur. 5. Students will be able to describe the difference between, employer, and employee. 6. Students will be able to differentiate between a manager and an entrepreneur. 	<ul style="list-style-type: none"> • Students will investigate famous entrepreneurs using the Internet and identify traits, qualities and characteristics that they have in common. Incorporated entrepreneurs from various backgrounds. • Students will outline and describe skills needed to be a successful entrepreneur. • Students will assess global trends and opportunities. • Students will generate ideas for businesses and determine the feasibility of the ideas. • Students will research and determine the major reasons for business failure. • Students will be introduced to characteristics of successful Entrepreneurs.

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
Unit 2: Entrepreneurship and Business Management	7 Weeks	<p><u>NJ Student Learning Standards (NJSLS):</u></p> <p><i>Power Standards:</i> 9.3.12.BM.1 9.3.12.BM.2 9.3.12.BM.3 9.3.12.BM.4 9.3.12.BM.5 9.3.12.BM.6 9.3.12.BM-ADM.2 9.3.12.BM-ADM.3</p> <p><i>Technology CPI Standards:</i> 8.1.8.A.2 8.1.8.A.1 8.1.8.A.4 8.1.2 (Strands: C, E, & F)</p> <p><i>Related Supporting ELA Standards:</i> RI.8.1 RI.8.5 RI.8.10 W.8.2.A-F W.8.6 SL.8.1.A-D</p>	<ol style="list-style-type: none"> 1. Students will examine the basics of accounting. 2. Students will be able to explain debits and credits. 3. Students will identify account types such as (assets, liabilities Income and expenses). 4. Students will examine some of the basics of business law. 5. Students will identify sources of business law. 6. Students will understand some of the different classifications of business law. 7. Students will identify factors that determination of a business location. 8. Students will develop personal management skills to function effectively and efficiently in a business environment. 9. Students will identify human resource functions and their importance to an organization’s successful operation. 10. Students will be instructed on financial costs of starting a new business. 	<ul style="list-style-type: none"> • Students will create a business plan and financial needs of renting office space, marketing plan, personnel, and create a business plan using spreadsheet software. • Students will recognize important accounting procedures such as keeping track of revenue and expenses by creating a balance sheet and income statements. • Students will describe different laws that help to govern business such as OSHA and Equal Employment Opportunities. • Students will comprehend the possibility concerning risk management. • Students will identify various reasons for a business location and determine which features are most important based on a given business. • Students will demonstrate their ability to use their personal management skills to determine and deal with various business situations. • Students will create a business plan using spreadsheet software to calculate various expenses needed to run a business. • Students will evaluate various business situations and then use word processing software to state their solutions to dealing with these

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
				<p>potential problems.</p> <ul style="list-style-type: none"> Students will use reasoning and evaluate mathematical arguments.
Unit 3: Marketing & Entrepreneurship	8 Weeks	<p><u>NJ Student Learning Standards (NJSLS):</u></p> <p><i>Power Standards:</i> 9.3.MK.1 9.3.MK.2 9.3.MK.3 9.3.MK.4 9.3.MK.6 9.3.MK.7 9.3.MK.8 9.3.MK.9 9.3.MK.10</p> <p><i>Technology CPI Standards:</i> 8.1.8.A.2 8.1.8.A.1 8.1.2 (Strands: C, E, & F)</p> <p><i>Related Supporting ELA Standards:</i> RI.8.1 RI.8.5 RI.8.10 W.8.2.A-F W.8.6 SL.8.1.A-D</p>	<ol style="list-style-type: none"> Students will be able to list and describe the four elements of the marketing mix (product, place, price and promotion) Students will explain the importance of target market relative to market demographics. Students will identify the market segments for a business. Students will utilize the marketing functions to determine the competitive advantages of the proposed business. Students will examine the different forms of promotion used in acquiring potential customers. Students will utilize marketing functions to determine the competitive advantages of proposed businesses. Students will be instructed on the differences of needs and wants and they income can determine individuals buying 	<ul style="list-style-type: none"> Students will analyze the characteristics, motivations, and behaviors of consumers, in order to make sound business decisions. Students will create a business plan and describe all the necessary marketing functions needed using digital software. Students will create a marketing brochure using desktop publishing software or word processing software. Students will formulate a marketing mix designed to reach a specific target market. Students will look at current promotional information being used (e.g. commercials, magazine ads, etc.) to see how business adapt to the changing business environment. Students will look at sales coupons, sales discounts to determine the advantages and disadvantages of using them. Students will examine how perception of products or companies can influence sales of a product. Students will examine the added

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
			<p>practices.</p> <p>8. Students will be introduced to various sales strategies used.</p> <p>9. Students will understand the differences between fixed and variable costs and how they determine selling prices.</p> <p>10. Students will identify different types of pricing strategies.</p>	<p>costs of all resources needed to sustain a product and business, including human resources.</p> <ul style="list-style-type: none"> • Students will use a digital tool and work collaboratively to create a business, and the necessary requirements that are needed to ensure the best possible factors to create a successful business.

Unit: 1 Introduction to Entrepreneurship	Recommended Duration: 4 Weeks
Unit Description: Students will be introduced to Entrepreneurship and explore the skills and traits of successful entrepreneurs.	

Essential Questions:	Enduring Understandings:
<ol style="list-style-type: none"> 1. What is Entrepreneurship? 2. What skills and traits are needed to become a successful entrepreneur? 3. Define entrepreneurship and the steps needed to start and maintain a business opportunity? 	<ol style="list-style-type: none"> 1. Students will understand Entrepreneurship. 2. Students will distinguish similar traits required to be a successful entrepreneur. 3. Students will know how to create a and plan for a business.

Relevant Standards:	Learning Goals:	Learning Objectives:
<u>NJ Student Learning Standards (NJSLS):</u> 9.1.8.A.2 9.1.8.A.3 9.1.8.A.5 9.1.8.E.1 9.1.8.F.2 9.2.8.B.2 9.3.12.BM.3 9.3.12.BM.4 9.3.12.BM.5	<ol style="list-style-type: none"> 1. Students will be able to define and explain entrepreneurship. 2. Students will be instructed on the steps needed to start and maintain a business opportunity. 3. Students will be able to distinguish the role of the entrepreneur in business. 4. Students will identify the necessary traits of a successful entrepreneur. 5. Students will be able to describe the difference between, employer, and employee. 6. Students will be able to differentiate between a manager and an entrepreneur. 7. Students will be able to identify why integrity, ethical leadership is important to become a successful entrepreneur. 	<ol style="list-style-type: none"> 1. Students will be able to explain entrepreneurship. 2. Students will identify what steps are used to create a business. 3. Students will learn traits that most entrepreneurs share, and be able to explain what these traits mean to become entrepreneurs. 4. Students will be able to explain, identify and define different functions of business resources. 5. Students will be able to distinguish between non-ethical and ethical business practices.

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
Exit/Entrance Tickets Quizzes	Knowledge Matters PC Simulation Portfolios	Article Summaries Responses to discussion questions	Common Summative Assessment

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
Written Assignments Oral Presentations Internet Research Current Events Role Play Interviews Reflections Self-assessments	Projects Unit Assessment Class Projects	Group Assignments	

Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation): *How will the teacher provide multiple means for the following student groups to EXPRESS their understanding and comprehension of the content/skills taught?*

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
<ul style="list-style-type: none"> ● Hand Signals ● Response Cards ● Four Corners ● Exit Tickets ● White Boards ● 3-2-1 ● Think/Pair/Share ● Assessments may be orally submitted 	<ul style="list-style-type: none"> ● Retelling stories ● Role playing ● Giving descriptions or instructions using visual or written prompts ● Oral reporting to the whole class ● Telling a story by using a sequence of three or more pictures ● Completing dialogue or conversation through written prompts ● Assessments may be orally submitted ● Hand Signals ● Response Cards 	<ul style="list-style-type: none"> ● Assessments may be orally submitted ● Hand Signals ● Response Cards 	<ul style="list-style-type: none"> ● Teacher observation ● Questioning ● Conferencing ● Self-assessment ● Portfolios ● Socratic Seminars

Instructional Strategies: *(List and describe.)*

Guided reading for content, vocabulary, Cost/Benefit Analysis, case studies, venn Diagrams, debates, video analysis, monitor progress, compare & contrast ideas, form groups, get the students moving around, Pair / Share, note taking

Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation): *How will the teacher provide multiple means for the following student groups to ACCESS the content/skills being taught?*

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
<ul style="list-style-type: none">● Listen to audio recordings instead of reading text● Use alternate texts at lower readability level● Be given a written list of instructions● Record a lesson, instead of taking notes● Have another student share class notes with him/her● Be given an outline of a lesson● Be given a copy of teacher's lecture notes● Capture responses on an audio recorder● Use a word processor to type notes or give responses in	<ul style="list-style-type: none">● Encourage students to participate in class● Have high expectations of your students● Give students more wait time: at least 15-20 seconds● Assign students a bilingual or English-speaking study buddy● Use cooperative learning and put students in groups with English-speaking students● Use lots of visuals, like graphic organizers and pictures● Use physical activity: model, role-play, act out● Repeat and rephrase often● Emphasize the 5-8 most important vocabulary words of a lesson● Focus on the 2-3 key	<ul style="list-style-type: none">● Instructions/directions are given verbally and in short written form brief.● Peer tutoring and support made available along with seating near a supportive student and teacher● Increased one-on-one time● Reduced assignments / assessments● Assessments may be orally submitted	<ul style="list-style-type: none">● Tiered Assignments● Choice Menus● Flexible Groupings● Check-in Slips● Cyber stations● Anchor Activities● Recovery Points

<p>class</p> <ul style="list-style-type: none"> ● Sit where he learns best (for example, near the teacher, away from distractions) ● Take more time to complete a task ● Have extra time to process oral information and directions ● Take frequent breaks, such as after completing a task ● Use an alarm to help with time management 	<p>concepts of a lesson</p> <ul style="list-style-type: none"> ● Give students an outline of the lesson that highlights the key concepts ● Let ESL students copy your or someone else's notes ● Write in print unless specifically teaching the manuscript alphabet ● Give simple instructions ● Use concrete language and questions ● Simplify complex questions 		
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Unit Vocabulary:
Essential: Entrepreneur, traits, skills, employee, employer, ethics , laws

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: <i>(Note the SAMR Model elements used and how.)</i>	21st Century Themes: <i>(Check and explain how the connection is made.)</i>	21st Century Skills: <i>(Check and explain how the connection is made.)</i>
<p>Technology CPI Standards: 8.1.2 Strands: C, E, & F</p> <p>NJ Student Learning Standards (NJSLS): RI.8.1 RI.8.5 RI.8.10 W.8.2.A-F W.8.6 SL.8.1.A-D</p>	<p>Technology: Promethean White Board Computers / Chrome Books Internet Knowledge Matters PC Online Simulation Program Appropriate video and Internet resources</p>	<p><input type="checkbox"/> Global Awareness</p> <p><input type="checkbox"/> Civic Literacy</p> <p><input checked="" type="checkbox"/> Financial, Economic, Business, & Entrepreneurial Literacy</p> <p><input type="checkbox"/> Health Literacy</p>	<p><input checked="" type="checkbox"/> Creativity & Innovation</p> <p><input type="checkbox"/> Media Literacy</p> <p><input checked="" type="checkbox"/> Critical Thinking & Problem Solving</p> <p><input checked="" type="checkbox"/> Life and Career Skills (<i>flexibility, initiative, cross-cultural skills, productivity, leadership, etc.</i>)</p> <p><input type="checkbox"/> Information & Communication Technologies Literacy</p>

			<input checked="" type="checkbox"/> Communication & Collaboration <input checked="" type="checkbox"/> Information Literacy
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Resources:

Texts/Materials:

- Teacher handouts

Major Assignments/ Activities (required):

- Common Summative Assessments
- Unit Assessments

Unit: 2 Entrepreneurship and Business Management	Recommended Duration: 7 Weeks
Unit Description: Students will be introduced to and explore management and administration skills required to form, operate, and sustain a successful business venture.	
Essential Questions:	Enduring Understandings:
<ol style="list-style-type: none"> 1. What is business management? 2. What makes people successful when managing a business? 3. What criteria are required to set up a sound business plan? 4. What laws do business management and administration required to follow? 5. How does technology effect business management? 6. What is required to hire and maintain employees? 	<ol style="list-style-type: none"> 7. Students will be able to explain the necessary information needed to run a business. 8. Students will be able to define traits and skills required for individuals need to manage a business. 9. Students will create business plans that follow financial and human resources that are critical when creating their future businesses. 10. Students will research and identify technologies that would be vital to run a business. 11. Students will learn current hiring and work related laws when hiring and maintaining employees.

Relevant Standards:	Learning Goals:	Learning Objectives:
<u>NJ Student Learning Standards (NJSLS):</u> 9.3.12.BM.1 9.3.12.BM.2 9.3.12.BM.3 9.3.12.BM.4 9.3.12.BM.5 9.3.12.BM.6 9.3.12.BM-ADM.2 9.3.12.BM-ADM.3	<ol style="list-style-type: none"> 1. Students will examine the basics of accounting. 2. Students will be able to explain debits and credits. 3. Students will identify account types such as (assets, liabilities, income and expenses). 4. Students will examine some of the basics of business law. 5. Students will identify sources of business law. 6. Students will understand some of the different classifications of business law. 7. Students will be able to distinguish between civil and criminal law. 8. Students will identify various types of information and technology tools being 	<ol style="list-style-type: none"> 1. Students will be able to define why accounting is important to running a creating a business. 2. Students will be able to explain and identify different financial terms and why they are important to their business. 3. Students will examine current work related laws and how they affect the daily operational functions. (OSHA, discrimination laws) 4. Students will identify current technology used in business and determine what technology would be used for various work related situations. 5. Students will use spreadsheet software to create a financial business plan. 6. Students will examine different business management styles. 7. Students will demonstrate an understanding

Relevant Standards:	Learning Goals:	Learning Objectives:
	<p>used in business.</p> <p>9. Students will develop personal management skills to function effectively and efficiently in a business environment.</p> <p>10. Students will identify human resource functions and their importance to an organization's successful operation.</p> <p>11. Students will be instructed on financial costs of starting a new business.</p>	<p>of the importance of human resources to a business.</p> <p>8. Students will identify business, pricing, marketing, contracts, budgets and means of starting and running a business.</p>

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
Exit/Entrance Tickets Quizzes Written Assignments Oral Presentations Internet Research Current Events Role Play Interviews Reflections Self-assessments	Knowledge Matters PC Simulation Portfolios Projects Unit Assessment Class Projects	Article Summaries Responses to discussion questions Group Assignments	Common Summative Assessment

Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation): *How will the teacher provide multiple means for the following student groups to EXPRESS their understanding and comprehension of the content/skills taught?*

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
<ul style="list-style-type: none"> ● Hand Signals ● Response Cards ● Four Corners ● Exit Tickets ● White Boards ● 3-2-1 	<ul style="list-style-type: none"> ● Retelling stories ● Role playing ● Giving descriptions or instructions using visual or written prompts ● Oral reporting to the whole 	<ul style="list-style-type: none"> ● Assessments may be orally submitted ● Hand Signals ● Response Cards 	<ul style="list-style-type: none"> ● Teacher observation ● Questioning ● Conferencing ● Self-assessment ● Portfolios ● Socratic Seminars

Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation): *How will the teacher provide multiple means for the following student groups to EXPRESS their understanding and comprehension of the content/skills taught?*

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
<ul style="list-style-type: none"> ● Think/Pair/Share ● Assessments may be orally submitted 	<p>class</p> <ul style="list-style-type: none"> ● Telling a story by using a sequence of three or more pictures ● Completing dialogue or conversation through written prompts ● Assessments may be orally submitted ● Hand Signals ● Response Cards 		

Instructional Strategies: (List and describe.)			
Guided reading for content, vocabulary, Cost/Benefit Analysis, case studies, venn Diagrams, debates, video analysis, monitor progress, compare & contrast ideas, form groups, get the students moving around, Pair / Share, note taking			
Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation): How will the teacher provide multiple means for the following student groups to ACCESS the content/skills being taught?			
Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
<ul style="list-style-type: none"> ● Listen to audio recordings instead of reading text ● Use alternate texts at lower readability level ● Be given a written list of instructions ● Record a lesson, instead of taking notes ● Have another student share class notes with him/her ● Be given an outline of a lesson ● Be given a copy of teacher's lecture notes ● Capture responses on an audio recorder ● Use a word processor to type notes or give responses in class 	<ul style="list-style-type: none"> ● Encourage students to participate in class ● Have high expectations of your students ● Give students more wait time: at least 15-20 seconds ● Assign students a bilingual or English-speaking study buddy ● Use cooperative learning and put students in groups with English-speaking students ● Use lots of visuals, like graphic organizers and pictures ● Use physical activity: model, role-play, act out ● Repeat and rephrase often ● Emphasize the 5-8 most important vocabulary words of a lesson ● Focus on the 2-3 key concepts of a lesson 	<ul style="list-style-type: none"> ● Instructions/directions are given verbally and in short written form brief. ● Peer tutoring and support made available along with seating near a supportive student and teacher ● Increased one-on-one time ● Reduced assignments / assessments ● Assessments may be orally submitted 	<ul style="list-style-type: none"> ● Tiered Assignments ● Choice Menus ● Flexible Groupings ● Check-in Slips ● Cyber stations ● Anchor Activities ● Recovery Points

<ul style="list-style-type: none"> ● Sit where he learns best (for example, near the teacher, away from distractions) ● Take more time to complete a task ● Have extra time to process oral information and directions ● Take frequent breaks, such as after completing a task ● Use an alarm to help with time management 	<ul style="list-style-type: none"> ● Give students an outline of the lesson that highlights the key concepts ● Let ESL students copy your or someone else's notes ● Write in print unless specifically teaching the manuscript alphabet ● Give simple instructions ● Use concrete language and questions ● Simplify complex questions 		
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Unit Vocabulary:

Essential: assets, liabilities, needs, wants, income statement, budget, human and physical resources, contracts, management skills

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: <i>(Note the SAMR Model elements used and how.)</i>	21st Century Themes: <i>(Check and explain how the connection is made.)</i>	21st Century Skills: <i>(Check and explain how the connection is made.)</i>
<p>Technology CPI Standards: 8.1.8.A.2 8.1.8.A.1 8.1.8.A.4 8.1.2 (Strands: C, E, & F)</p> <p>NJ Student Learning Standards (NJSLS): RI.8.1 RI.8.5 RI.8.10 W.8.2.A-F W.8.6 SL.8.1.A-D</p>	<p>Technology: Promethean White Board Computers / Chrome Books Internet Knowledge Matters PC Online Simulation Program Appropriate video and Internet resources</p>	<p><input checked="" type="checkbox"/> Global Awareness</p> <p><input type="checkbox"/> Civic Literacy</p> <p><input type="checkbox"/> Financial, Economic, Business, & Entrepreneurial Literacy</p> <p><input checked="" type="checkbox"/> Health Literacy</p>	<p><input checked="" type="checkbox"/> Creativity & Innovation</p> <p><input type="checkbox"/> Media Literacy</p> <p><input type="checkbox"/> Critical Thinking & Problem Solving</p> <p><input type="checkbox"/> Life and Career Skills <i>(flexibility, initiative, cross-cultural skills, productivity, leadership, etc.)</i></p> <p><input type="checkbox"/> Information & Communication Technologies Literacy</p>

			<input type="checkbox"/> Communication & Collaboration <input checked="" type="checkbox"/> Information Literacy
Resources:			
Texts/Materials:			
<ul style="list-style-type: none"> Teacher handouts 			
Major Assignments/ Activities (required):			
<ul style="list-style-type: none"> Common Summative Assessments Unit Assessments 			

Unit: 3 Marketing & Entrepreneurship	Recommended Duration: 8 Weeks
Unit Description: Students will be introduced to and explore various Marketing strategies in order to create and sustain a successful business.	

Essential Questions:	Enduring Understandings:
<ol style="list-style-type: none"> What is Marketing? Why is marketing important to creating and maintaining a business? What elements are needed to create a marketing plan? Why are the types of promotions being used? How marketing affects business success or failure? 	<ol style="list-style-type: none"> Students will be able to explain and define Marketing. Students will identify how marketing can affect the operation and success of a business. Students will explain what forms of promotion can be used for a business based on financial decisions. Students will examine various forms of promotions to determine why certain forms are more beneficial than others. Students will research marketing practices to see potential opportunities.

Relevant Standards:	Learning Goals:	Learning Objectives:
<u>NJ Student Learning Standards (NJSLS):</u> 9.3.MK.1	1. Students will be able to list and describe the four elements of the marketing mix	1. Students will be able to identify and define the marketing mix.

Relevant Standards:	Learning Goals:	Learning Objectives:
9.3.MK.2 9.3.MK.3 9.3.MK.4 9.3.MK.6 9.3.MK.7 9.3.MK.8 9.3.MK.9 9.3.MK.10	<p>(product, place, price and promotion)</p> <ol style="list-style-type: none"> 2. Students will explain the importance of target market relative to market demographics. 3. Students will identify the market segments for a business. 4. Students will utilize the marketing functions to determine the competitive advantages of the proposed business. 5. Students will be introduced to the effects of competition on buyers and sellers. 6. Students will examine the different forms of promotion used in acquiring potential customers. 7. Students will utilize marketing functions to determine the competitive advantages of proposed businesses. 8. Students will be instructed on the differences of needs and wants and they income can determine individuals buying practices. 9. Students will be introduced to various sales strategies used. 10. Students will understand the differences between fixed and variable costs and how they determine selling prices. 11. Students will identify various marketing strategies that are currently being used. 	<ol style="list-style-type: none"> 2. Students will determine potential target markets and the importance of these markets towards a business success or failure. 3. Students will be able to distinguish between buyer’s needs and wants. 4. Students will understand how competition affects supply, demand and product pricing. 5. Students will create advertising and promotional plans using various technologies. 6. Students will create and examine various marketing plans to maximize their understanding of marketing practices. 7. Students will create a business plan and then use digital software to present their plan. 8. Students will create a commercial using video, Voki or other technologies available to advertise a business.

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
Exit/Entrance Tickets	Knowledge Matters PC Simulation	Article Summaries	Common Summative Assessment

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
Quizzes Written Assignments Oral Presentations Internet Research Current Events Role Play Interviews Reflections Self-assessments	Portfolios Projects Unit Assessment Class Projects	Responses to discussion questions Group Assignments	

Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation): How will the teacher provide multiple means for the following student groups to EXPRESS their understanding and comprehension of the content/skills taught?			
Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
<ul style="list-style-type: none"> ● Hand Signals ● Response Cards ● Four Corners ● Exit Tickets ● White Boards ● 3-2-1 ● Think/Pair/Share ● Assessments may be orally submitted 	<ul style="list-style-type: none"> ● Retelling stories ● Role playing ● Giving descriptions or instructions using visual or written prompts ● Oral reporting to the whole class ● Telling a story by using a sequence of three or more pictures ● Completing dialogue or conversation through written prompts ● Assessments may be orally submitted 	<ul style="list-style-type: none"> ● Assessments may be orally submitted ● Hand Signals ● Response Cards 	<ul style="list-style-type: none"> ● Teacher observation ● Questioning ● Conferencing ● Self-assessment ● Portfolios ● Socratic Seminars

	<ul style="list-style-type: none"> • Hand Signals • Response Cards 		
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Instructional Strategies: <i>(List and describe.)</i>			
Guided reading for content, vocabulary, Cost/Benefit Analysis, case studies, venn Diagrams, debates, video analysis, monitor progress, compare & contrast ideas, form groups, get the students moving around, Pair / Share, note taking			
Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation): <i>How will the teacher provide multiple means for the following student groups to ACCESS the content/skills being taught?</i>			
Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
<ul style="list-style-type: none"> • Listen to audio recordings instead of reading text • Use alternate texts at lower 	<ul style="list-style-type: none"> • Encourage students to participate in class • Have high expectations of 	<ul style="list-style-type: none"> • Instructions/directions are given verbally and in short written form brief. 	<ul style="list-style-type: none"> • Tiered Assignments • Choice Menus • Flexible Groupings

<p>readability level</p> <ul style="list-style-type: none"> ● Be given a written list of instructions ● Record a lesson, instead of taking notes ● Have another student share class notes with him/her ● Be given an outline of a lesson ● Be given a copy of teacher's lecture notes ● Capture responses on an audio recorder ● Use a word processor to type notes or give responses in class ● Sit where he learns best (for example, near the teacher, away from distractions) ● Take more time to complete a task ● Have extra time to process oral information and directions ● Take frequent breaks, such as after completing a task ● Use an alarm to help with time management 	<p>your students</p> <ul style="list-style-type: none"> ● Give students more wait time: at least 15-20 seconds ● Assign students a bilingual or English-speaking study buddy ● Use cooperative learning and put students in groups with English-speaking students ● Use lots of visuals, like graphic organizers and pictures ● Use physical activity: model, role-play, act out ● Repeat and rephrase often ● Emphasize the 5-8 most important vocabulary words of a lesson ● Focus on the 2-3 key concepts of a lesson ● Give students an outline of the lesson that highlights the key concepts ● Let ESL students copy your or someone else's notes ● Write in print unless specifically teaching the manuscript alphabet ● Give simple instructions ● Use concrete language and questions ● Simplify complex questions 	<ul style="list-style-type: none"> ● Peer tutoring and support made available along with seating near a supportive student and teacher ● Increased one-on-one time ● Reduced assignments / assessments ● Assessments may be orally submitted 	<ul style="list-style-type: none"> ● Check-in Slips ● Cyber stations ● Anchor Activities ● Recovery Points
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Unit Vocabulary:

Essential: branding, marketing, sales coupons, discounts, persuasion, public speaking, promotions, advertising

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: <i>(Note the SAMR Model elements used and how.)</i>	21st Century Themes: <i>(Check and explain how the connection is made.)</i>	21st Century Skills: <i>(Check and explain how the connection is made.)</i>
<p>Technology CPI Standards: 8.1.8.A.2 8.1.8.A.1 8.1.8.A.4 8.1.2 (Strands: C, E, & F)</p> <p>NJ Student Learning Standards (NJSLS): RI.8.1 RI.8.5 RI.8.10 W.8.2.A-F W.8.6 SL.8.1.A-D</p>	<p>Technology: Promethean White Board Computers / Chrome Books Internet Knowledge Matters PC Online Simulation Program Appropriate video and Internet resources</p>	<p><input type="checkbox"/> Global Awareness</p> <p><input checked="" type="checkbox"/> Civic Literacy</p> <p><input type="checkbox"/> Financial, Economic, Business, & Entrepreneurial Literacy</p> <p><input type="checkbox"/> Health Literacy</p>	<p><input checked="" type="checkbox"/> Creativity & Innovation</p> <p><input checked="" type="checkbox"/> Media Literacy</p> <p><input type="checkbox"/> Critical Thinking & Problem Solving</p> <p><input type="checkbox"/> Life and Career Skills (<i>flexibility, initiative, cross-cultural skills, productivity, leadership, etc.</i>)</p> <p><input type="checkbox"/> Information & Communication Technologies Literacy</p> <p><input type="checkbox"/> Communication & Collaboration</p> <p><input type="checkbox"/> Information Literacy</p>
Resources:			
<p>Texts/Materials:</p> <ul style="list-style-type: none"> Teacher handouts <p>Major Assignments/ Activities (required):</p> <ul style="list-style-type: none"> Common Summative Assessments Unit Assessments 			