

Course: *Entrepreneurship*
Unit #1: The Nature and Spirit of Entrepreneurship

Year of Implementation: 2022-2023

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Stage One - Desired Results

Link(s) to New Jersey Student Learning Standards for this course:

<https://www.state.nj.us/education/cccs/2020/>

- **Unit Standards:**

- **21st Century Life & Career Standards**

- 9.1.2.FP.3: Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society).
- 9.1.8.CR.3: Relate the importance of consumer, business, and government responsibility to the economy and personal finance.
- 9.1.8.EG.6: Explain the economic principle of the circular flow of money in different situations regarding buying products or services from a local or national business and buying imported or domestic goods.
- 9.1.2.CAP.3: Define entrepreneurship and social entrepreneurship.
- 9.1.2.CAP.4: List the potential rewards and risks to starting a business.

- **English Companion Standards**

- NJSLA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research
- WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

- **Interdisciplinary Content Standards**

- *6.1.2.Geo.HE.4: Investigate the relationship between the physical environment of a place and the economic activities found there.*
- 6.1.2.Geo.GI.1: Explain why and how people, goods, and ideas move from place to place
- 6.1.2.EconET.1: Explain the difference between needs and wants.
- 6.1.2.EconET.2: Cite examples of choices people make when resources are scarce.

- 6.1.2.EconEM.3: Identify the ways in which people exchange(d) goods and services today, and in the past (e.g., purchase, borrow, barter).
- 6.1.5.EconNM.7: Describe the role and relationship among households, businesses, laborers, and governments within the economic system.

○ ***NJ Statutes:***

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district’s implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Transfer Goal: Students will be able to independently use their learning to evaluate small business management and entrepreneurship as the foundation of American enterprise.

- create authentic learning experiences to successfully transfer knowledge into real-world experiences preparing them for life and career
- use technology to extend creativity and/or improve problem-solving ability

Enduring Understandings

Students will understand that. . .

EU 1

Essential Questions

EU 1

- What separates a business owner from a business employee?

<ul style="list-style-type: none"> the history of American entrepreneurship demonstrates risks/rewards and proves that being successful is more than just having an idea. <p><i>EU 2</i></p> <ul style="list-style-type: none"> entrepreneurs are important to the local, national, and global economy. <p><i>EU 3</i></p> <ul style="list-style-type: none"> a business plan (preceded by a feasibility analysis and business concept) is important to any business venture's sustainability. 	<ul style="list-style-type: none"> How is success measured? What is the American dream? Defend the validity of the statement, "Everyone can be an entrepreneur". <p><i>EU 2</i></p> <ul style="list-style-type: none"> How does the attraction of being your own boss motivate entrepreneurs to generate creative, global business ideas? What dictates choice of business ownership? (SP, Partnership, Corporation, etc.) <p><i>EU 3</i></p> <ul style="list-style-type: none"> How does a business plan serve as a road map for business success?
<p><u>Knowledge</u> Students will know . . .</p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> the history of American entrepreneurship including the growth in opportunities for service-based businesses versus goods-based businesses. (9.1.2.CAP.3, 9.1.2.CAP.4, 9.1.8.CR.3, 6.1.2.EconEM.3) <p><i>EU 2</i></p> <ul style="list-style-type: none"> how our modern-day global economy enhances niche opportunities. (6.1.2.Geo.GI.1, 6.1.2.EconET.2) 	<p><u>Skills</u> Students will be able to . . .</p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> Interpret the timeline of changing entrepreneurial opportunities through the decades (9.1.2.CAP.3, 9.1.2.CAP.4, 9.1.8.CR.3, 6.1.2.EconEM.3) <p><i>EU 2</i></p> <ul style="list-style-type: none"> compare/contrast product features and benefits. (6.1.2.Geo.GI.1, 6.1.2.EconET.2) analyze pros/cons of the different types of business ownership. (6.1.2.Geo.GI.1, 6.1.2.EconET.2) <p><i>EU 3</i></p>

EU 3

- the initial components of a professional business plan including the business concept and feasibility analysis (6.1.2.EconEM.3, NJSLSA.W9, WHST.11-12.6)

- recognize and interpret the four components of a business concept. (what is the product/service, what's so good about it, who is the target market and what is the value chain) (6.1.2.EconEM.3, NJSLSA.W9, WHST.11-12.6)
- identify and research the seven parts of a feasibility analysis. (6.1.2.EconEM.3, NJSLSA.W9, WHST.11-12.6)

Stage Two - Assessment

Stage Three - Instruction

Learning Plan: Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer. {place A, M and/or T along with the applicable EU number in parentheses after each statement}

- Present lessons including relevant introductory vocabulary on Entrepreneurship.(A, EU 1)
- Teacher led discussion and notes on what is an entrepreneur. Example: Unit 1- What is an Entrepreneur (A, EU 1)
- Discuss the family business if one exists at home. (M, EU 1)
- Compose a list of risks and rewards associated with business ownership. Example: Unit 1 - ESBM_Read_org (A, EU 1)
- Critique real world business blunders and generate solutions. (T, EU 2)
- Invite local business owners to discuss start-up operations and entrepreneurial spirit. Example: Contact local business associations such as the Chamber of Commerce. (A, M, T, EU 2)
- Compare categories of businesses: service/retailer/manufacturer/wholesaler. (M, EU 2)
- Teacher led discussion of global business and the World Wide Web. (A, EU 1)
- Discuss different economic systems used throughout the world. (A, EU 1)
- Group work employing pair and share to explore individual business strengths. (M, EU 2)

- Discuss current business events/trends. (M, EU 2)
- Recall behaviors of entrepreneurs during past decades in America. (A, EU 2)
- Compose personal demographic profile. Example: Unit 1 – Demographic Profile (A, EU 1)
- Solve case studies related to real-life business dilemmas. (T, EU 2)
- View presentation of current entrepreneurs from Biography Channel and clips from MSNBC's "Your Business". (A, EU 2)
- Teacher led discussions and notes on Business Concept and Feasibility Analysis. Example: Unit 1 – Concept and Feasibility Notes Parts 1 & 2 (A, EU 3)
- Design graphic organizer to visually structure material on 7 elements of the feasibility analysis. Example: Unit 1 – Feasibility Graphic Organizer (A, EU 3)
- Peer reflection and revision of feasibility analysis.(M, EU 3)
- Compare behaviors of gamblers versus calculated risk-takers.(M, EU 1)
- Generalize about what business opportunities exist from any newspaper or Internet article. Example: Unit 1 – Newspapers (M, EU 1)
- Analyze the process of going from ordinary student to teen entrepreneur.(M, EU 1)
- Use modeling to demonstrate expectations with regard to projects on feasibility analysis. (A, EU 3)
- Design a prototype of a product created from an ordinary household item. Example: Unit 1 – Milk Jug (T, EU 3)
- Formulate a company description, management team flowchart, and product/service plan as initial elements of on-going business plan. (T, EU 3)
- Complete corresponding activities and cases in the workbook. (M, T, EU 1)
- Role-play a business owner presenting a business concept, Flower Power, to investors. Example: Unit 1 – Flower Power (T, EU 2)
- Students will read and role play DECA scenarios regarding creative marketing strategies. Example: http://www.deca.org/docs/conferences-competition/DECA_FMS_Web_Sample.pdf (A, M, T, EU 3)
- Incorporate National Business Education Association's "Entrepreneurship Teaching Strategies". Example: Workbook and CD (T, EU 1)
- Utilize Virtual Business - Retailing and/or Management lessons. Example: Computerized program uploaded at each site (T, EU 3)
- Present and analyze YouTube videos pertaining to specific topics within the Unit (T, EU 2)
- Refer to the textbook's website at www.glencoe.com for additional learning tools for the students (A, EU 1)
- Participate in local business competitions. Example: BCC Start-up Star, Fairleigh Dickinson "Idea" Competition, etc.(T, EU 3)
- Utilize student business organizations. Example: FBLA, DECA, Consumer Bowl (A, M, T, EU 3)

Pacing Guide

Unit #	Title of Unit	Approximate # of teaching days
1	Nature & Spirit of Entrepreneurship	8 weeks (32-40 days)
2	Marketing	12 weeks (48-60 days)
3	Operations & Financial Management	10 weeks (40 - 50 days)
4	Growing a Business	10 weeks (40 - 50 days)

Instructional Materials

- *Looking into a new textbook.*
- *Knowledge Matters - Virtual Business - Entrepreneurship Simulation*

Accommodations

Special Education: The curriculum will be modified as per the Individualized Education Plan (IEP). Students will be accommodated based on specific accommodations listed in the IEP.

Students with 504 Plans: Students will be accommodated based on specific accommodations listed in the 504 Plan.

English Language Learners: Students will be accommodated based on individual need and in consultation with the ELL teacher.

Students at Risk of School Failure: Students will be accommodated based on individual need and provided various structural supports through their school.

Gifted and Talented Students: Students will be challenged to enhance their knowledge and skills through acceleration and additional independent research on the subject matter.