

Course: Entrepreneurship
Unit #4: Growing a Business

Year of Implementation: 2022-2023

Curriculum Team Members: Melissa Dietz mdietz@lrhsd.org, Grace McCloskey gmccloskey@lrhsd.org, Jill Ormsby jormsby@lrhsd.org, Elaine Riches eriches@lrhsd.org

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.CR.2: List ways to give back, including making donations, volunteering, and starting a business.
- 9.1.5.FP.4: Explain the role of spending money and how it affects wellbeing and happiness (e.g., "happy money," experiences over things, donating to causes, anticipation, etc.).
- 9.1.8.PB.7: Brainstorm techniques that will help decrease expenses including comparison shopping, negotiating, and day-to-day expense management.
- 9.1.8.RM.1: Determine criteria for deciding the amount of insurance protection needed.
- 9.1.8.RM.2: Analyze the need for and value of different types of insurance and the impact of deductibles in protecting assets against loss.
- 9.1.8.RM.3: Evaluate the need for different types of warranties.
- 9.1.2.CAP.3: Define entrepreneurship and social entrepreneurship.
- 9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6).

- **English Companion Standards**

- NJSLA.R6. Assess how point of view or purpose shapes the content and style of a text. List grade-level appropriate companion standards for History, Social Studies, Science and Technical Subjects (CTE/Arts) 9-12. English Companion Standards are required only in these subject/content areas.
- NJSLA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

- RH.9-10.2. Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

- **Interdisciplinary Content Standards**

- 6.1.5.CivicsPI.1: Describe ways in which people benefit from and are challenged by working together.

- **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 apply business growth through risk management and social/ethical responsibility.

- utilize and integrate essential communication and technical skills significant to 21st century life, work, and community
- make ethical decisions needed to promote democracy and free enterprise
- utilize and integrate essential communication and technical skills significant to 21st century life, work, and community

Enduring Understandings

Students will understand that . . .

EU 1

- business growth comes with challenges. (6.1.5.CivicsPI.1, 9.1.5.FP.4, 9.1.8.PB.7, 9.1.2.CAP.3)

Essential Questions

EU 1

- What are the problems and solutions that occur with a growing business? (6.1.5.CivicsPI.1, 9.1.5.FP.4, 9.1.8.PB.7, 9.1.2.CAP.3)

<p><i>EU 2</i></p> <ul style="list-style-type: none"> business owners have social and ethical responsibilities. (9.1.2.CR.2, 9.1.2.CAP.3) <p><i>EU 3</i></p> <ul style="list-style-type: none"> risk is inevitable. (9.1.8.RM.1, 9.1.8.RM.2, 9.1.8.RM.3, 9.4.5.CI.4) 	<p><i>EU 2</i></p> <ul style="list-style-type: none"> How can business owners fulfill their social and ethical responsibilities? (9.1.2.CR.2, 9.1.2.CAP.3) <p><i>EU 3</i></p> <ul style="list-style-type: none"> Why must we identify and prepare for business risks? (9.1.8.RM.1, 9.1.8.RM.2, 9.1.8.RM.3, 9.4.5.CI.4)
<p><u>Knowledge</u> Students will know . . .</p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> the inevitable challenges that come with business growth (target market changes, innovation, and delegation of responsibility). ways to raise capital for internal and external strategic planning (contingency/growth funds). <p><i>EU 2</i></p> <ul style="list-style-type: none"> business ethics and social responsibility directly relate to consumer spending. <p><i>EU 3</i></p> <ul style="list-style-type: none"> risk management strategies. 	<p><u>Skills</u> Students will be able to . . .</p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> list challenges that come with business growth. list types of growth/contingency funding. <p><i>EU 2</i></p> <ul style="list-style-type: none"> cite examples of businesses demonstrating ethics and social responsibility. develop a business code of ethics. <p><i>EU 3</i></p> <ul style="list-style-type: none"> determine and resolve types of risks (financial, time-loss, market, and political).

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} The following color codes are used to notate activities that correspond with interdisciplinary connections and 21st Century Life & Career Connections (which involves Technology Literacy):
Red = Interdisciplinary Connection; Purple = 21st Century Life & Career Connection

- **Teacher-led lecture /discussion. Unit 5 Growth Key File (A, EU 1)**
- **Challenges of Expansion plug in organizer – Unit 5 - Challenges of Expansion Organizer (A, EU 1)**
- **Complete corresponding activities and cases in the workbook. (M, T, EU 1)**

- **Teacher-led lecture /discussion. Unit 5 Social Ethical Key File (A, EU 1)**
- **Social & Ethical plug in organizer – Unit 5 - Social/Ethical Organizer (A, EU 3)**
- **Social/Ethical Letter – Unit 5 Social Ethical Letter (T, EU 3)**
- **Complete corresponding activities and cases in the workbook. (M, T, EU 1)**

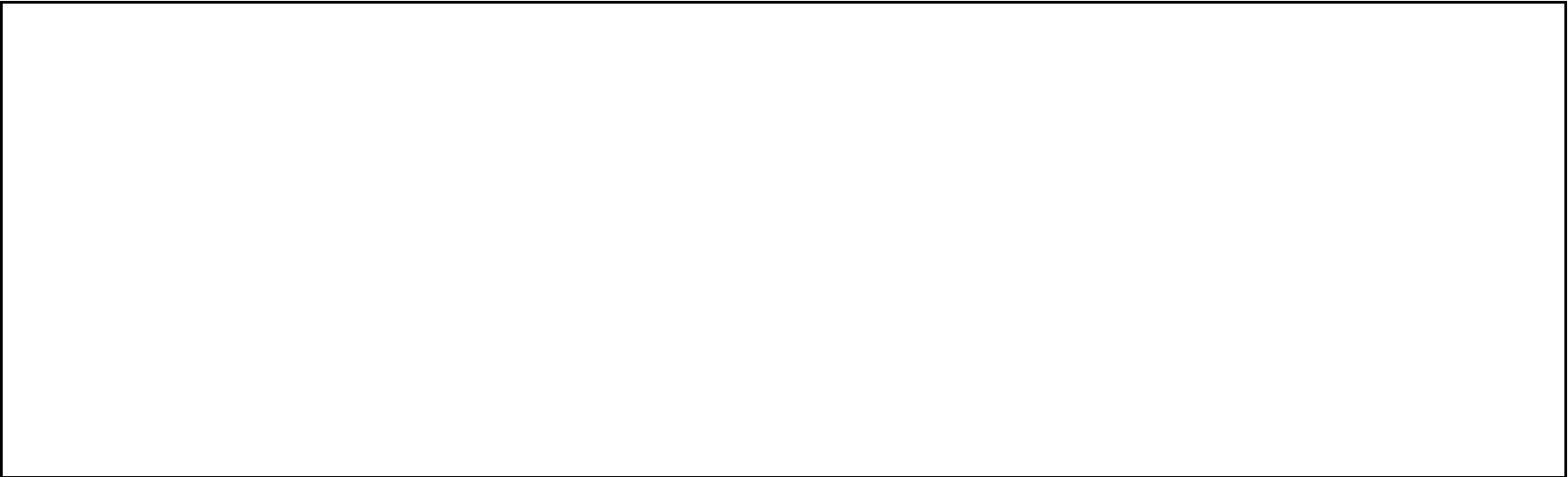
- **Teacher-led lecture /discussion. Provide notes. Unit 5 Contingency Notes File (A, EU 1)**
- **Business Risk plug in organizer – Unit 5 - Business Risk Organizer (A, EU 1)**
- **Risk Management Strategies Organizer – Unit 5 Risk Management Strategies Organizer (A, EU 2)**
- **Complete corresponding activities and cases in the workbook. (M/T, EU 1)**
- **Demonstrate ability to apply (Contingency Plan and Executive Summary of Business Plan) (T, EU 3)**

- **Invite local business owners to discuss their industries, competition and marketing strategies. Example: Contact local business association such as Medford Business Association. (A, M, T, EU 3)**
- **Incorporate National Business Education Association's "Entrepreneurship Teaching Strategies". Example: Workbook and CD (M, T, EU 3)**

- *Utilize Virtual Business - Retailing and/or Management lessons. Example: Computerized program uploaded at each site (T, EU 2)*
- *Present and analyze YouTube videos pertaining to specific topics within the Unit (M, EU 3)*
- *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 (T, EU 3)*
- *Student resources www.entrepreneurship.glencoe.com (M, T, EU 1)*

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.