

CURRICULUM

FOR

ENTREPRENEURSHIP

GRADES 9-12

This curriculum is part of the Educational Program of Studies of the Rahway Public Schools.

ACKNOWLEDGMENTS

**Joseph Elefante, Program Supervisor of Fine & Performing Arts, Family & Consumer Science, and
Business**

The Board acknowledges the following who contributed to the preparation of this curriculum.

Erik Podell

Dr. Tiffany A. Beer, Director of Curriculum and Instruction

Subject/Course Title:
**Entrepreneurship
Grades 9-12**

Date of Board Adoption:
September 19, 2023

RAHWAY PUBLIC SCHOOLS CURRICULUM

Entrepreneurship: Grades 9-12

PACING GUIDE

Unit	Title	Pacing
1	The Entrepreneurial Mindset- Ideation & Innovation	6 weeks
2	The Business Plan	6 weeks
3	Entrepreneurship in Action	8 weeks

ACCOMMODATIONS

<p>504 Accommodations:</p> <ul style="list-style-type: none"> ● Provide scaffolded vocabulary and vocabulary lists. ● Provide extra visual and verbal cues and prompts. ● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials. ● Provide links to audio files and utilize video clips. ● Provide graphic organizers and/or checklists. ● Provide modified rubrics. ● Provide a copy of teaching notes, especially any key terms, in advance. ● Allow additional time to complete assignments and/or assessments. ● Provide shorter writing assignments. ● Provide sentence starters. ● Utilize small group instruction. ● Utilize Think-Pair-Share structure. ● Check for understanding frequently. ● Have student restate information. ● Support auditory presentations with visuals. ● Weekly home-school communication tools (notebook, daily log, phone calls or email messages). ● Provide study sheets and teacher outlines prior to assessments. ● Quiet corner or room to calm down and relax when anxious. ● Reduction of distractions. ● Permit answers to be dictated. ● Hands-on activities. ● Use of manipulatives. ● Assign preferential seating. ● No penalty for spelling errors or sloppy handwriting. ● Follow a routine/schedule. ● Provide student with rest breaks. ● Use verbal and visual cues regarding directions and staying on task. ● Assist in maintaining agenda book. 	<p>IEP Accommodations:</p> <ul style="list-style-type: none"> ● Provide scaffolded vocabulary and vocabulary lists. ● Differentiate reading levels of texts (e.g., Newsela). ● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials. ● Provide extra visual and verbal cues and prompts. ● Provide links to audio files and utilize video clips. ● Provide graphic organizers and/or checklists. ● Provide modified rubrics. ● Provide a copy of teaching notes, especially any key terms, in advance. ● Provide students with additional information to supplement notes. ● Modify questioning techniques and provide a reduced number of questions or items on tests. ● Allow additional time to complete assignments and/or assessments. ● Provide shorter writing assignments. ● Provide sentence starters. ● Utilize small group instruction. ● Utilize Think-Pair-Share structure. ● Check for understanding frequently. ● Have student restate information. ● Support auditory presentations with visuals. ● Provide study sheets and teacher outlines prior to assessments. ● Use of manipulatives. ● Have students work with partners or in groups for reading, presentations, assignments, and analyses. ● Assign appropriate roles in collaborative work. ● Assign preferential seating. ● Follow a routine/schedule.
<p>Gifted and Talented Accommodations:</p> <ul style="list-style-type: none"> ● Differentiate reading levels of texts (e.g., Newsela). ● Offer students additional texts with higher lexile levels. ● Provide more challenging and/or more supplemental readings and/or activities to deepen understanding. ● Allow for independent reading, research, and projects. ● Accelerate or compact the curriculum. ● Offer higher-level thinking questions for deeper analysis. ● Offer more rigorous materials/tasks/prompts. ● Increase number and complexity of sources. ● Assign group research and presentations to teach the class. ● Assign/allow for leadership roles during collaborative work and in other learning activities. 	<p>MLL Accommodations:</p> <ul style="list-style-type: none"> ● Provide extended time. ● Assign preferential seating. ● Assign peer buddy who the student can work with. ● Check for understanding frequently. ● Provide language feedback often (such as grammar errors, tenses, subject-verb agreements, etc...). ● Have student repeat directions. ● Make vocabulary words available during classwork and exams. ● Use study guides/checklists to organize information. ● Repeat directions. ● Increase one-on-one conferencing. ● Allow student to listen to an audio version of the text. ● Give directions in small, distinct steps. ● Allow copying from paper/book. ● Give student a copy of the class notes.

- Provide written and oral instructions.
- Differentiate reading levels of texts (e.g., Newsela).
- Shorten assignments.
- Read directions aloud to student.
- Give oral clues or prompts.
- Record or type assignments.
- Adapt worksheets/packets.
- Create alternate assignments.
- Have student enter written assignments in criterion, where they can use the planning maps to help get them started and receive feedback after it is submitted.
- Allow student to resubmit assignments.
- Use small group instruction.
- Simplify language.
- Provide scaffolded vocabulary and vocabulary lists.
- Demonstrate concepts possibly through the use of visuals.
- Use manipulatives.
- Emphasize critical information by highlighting it for the student.
- Use graphic organizers.
- Pre-teach or pre-view vocabulary.
- Provide student with a list of prompts or sentence starters that they can use when completing a written assignment.
- Provide audio versions of the textbooks.
- Highlight textbooks/study guides.
- Use supplementary materials.
- Give assistance in note taking
- Use adapted/modified textbooks.
- Allow use of computer/word processor.
- Allow student to answer orally, give extended time (time-and-a-half).
- Allow tests to be given in a separate location (with the ESL teacher).
- Allow additional time to complete assignments and/or assessments.
- Read question to student to clarify.
- Provide a definition or synonym for words on a test that do not impact the validity of the exam.
- Modify the format of assessments.
- Shorten test length or require only selected test items.
- Create alternative assessments.
- On an exam other than a spelling test, don't take points off for spelling errors.

UNIT 1 OVERVIEW

Content Area: Entrepreneurship

Unit Title: The Entrepreneurial Mindset: Ideation and Innovation

Target Course/Grade Level: Grades 9-12

Unit Summary: This unit will introduce students to the world of entrepreneurship. They will learn about diverse types of entrepreneurs, the qualities that make a successful entrepreneur, and how to develop their own entrepreneurial mindset.

Approximate Length of Unit: 6 weeks

LEARNING TARGETS

NJ Student Learning Standards:

Career Readiness, Life Literacies, and Key Skills

- 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.EG.6.** Analyze the rights and responsibilities of buyers and sellers under consumer protection laws.
- 9.2.12.CAP.5.** Assess and modify a personal plan to support current interests and postsecondary plans.
- 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.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.
- 9.4.12.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.CT.4.** Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

- 9.4.12.DC.1.** Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).
- 9.4.12.DC.2.** Compare and contrast international differences in copyright laws and ethics.
- 9.4.12.DC.7.** Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).
- 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.4.** Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4).
- 9.4.12.IML.8.** Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).
- 9.4.12.IML.9.** Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).
- 9.4.12.TL.4.** Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).

Interdisciplinary Connections and Standards:

Computer Science and Design Thinking:

- 8.2.12.ITH.3.** Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

- RST.9-10.5.** Analyze the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).
- WHST.9-10.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WHST.9-10.5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- WHST.9-10.6.** Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- WHST.9-10.7.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- WHST.9-10.8.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Unit Understandings:

Students will understand that...

- The entrepreneurial mindset is a set of beliefs and behaviors that enable people to create new businesses.

- Entrepreneurs are typically creative, innovative, and risk-takers.
- There are many ways to develop an entrepreneurial mindset.
- Creativity, innovation, and risk-taking are essential skills for entrepreneurs.

Unit Essential Questions:

- What is the entrepreneurial mindset?
- How can I develop my entrepreneurial mindset?
- What are the key traits and skills of successful entrepreneurs?
- How does innovation drive entrepreneurship and economic growth?
- What are the major risks and rewards of starting a new venture?
- How does market research play a role in identifying entrepreneurial opportunities?
- What ethical implications should entrepreneurs consider when starting a business?

Knowledge and Skills:

Students will know...

- How to develop their own entrepreneurial mindset through the study of successful entrepreneurs.
- How to understand the entrepreneurial process and its stages.
- How to identify and evaluate potential business opportunities.
- How to explore the role of innovation and creativity in entrepreneurship.
- How to analyze market research data to make informed business decisions.
- How to understand the importance of ethics and social responsibility in entrepreneurship.

Students will be able to...

- Define the entrepreneurial mindset.
- Name the characteristics of an entrepreneur.
- Develop their own entrepreneurial mindset.
- Name diverse types of entrepreneurs.
- Understand the various stages of the entrepreneurial journey.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

End of Unit Assessment

- Students will define the entrepreneurial mindset
- Students will name the characteristics of an entrepreneur
- Students will name diverse types of entrepreneurs
- Students will describe the various stages of the entrepreneurial journey
- Case study

- End of chapter lesson questions and activities
- Group discussions on current topics as they relate to each lesson
- Critical thinking activities
- Mini-projects/assignments on practical knowledge of the topic

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Essay about their own entrepreneurial journeys
- Group presentation on a famous entrepreneur
- Business idea for a new product or service
- Market research on a potential business idea
- Guest speakers
- Articles and book excerpts
- Videos of entrepreneurs talking about their experiences
- Interviews with entrepreneurs
- Entrepreneurial workshops and events

RESOURCES

Teacher Resources:

- Empowered
- Everfi
- Khan Academy
- Coursera
- Peer resources
- Guest speakers
- Online simulations
- Case studies

Equipment Needed:

- Monitor
- Projector
- Laptop

UNIT 2 OVERVIEW

Content Area: Entrepreneurship

Unit Title: The Business Plan

Target Course/Grade Level: 9-12

Unit Summary: In this unit, students will delve into the process of creating a comprehensive business plan, covering essential elements such as market analysis, financial projections, marketing strategies, and operations management. They will also learn about the importance of the business plan in securing funding for a new business.

Approximate Length of Unit: 6 weeks

LEARNING TARGETS

NJ Student Learning Standards:

Career Readiness, Life Literacies, and Key Skills

- 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.EG.6.** Analyze the rights and responsibilities of buyers and sellers under consumer protection laws.
- 9.2.12.CAP.5.** Assess and modify a personal plan to support current interests and postsecondary plans.
- 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.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.
- 9.4.12.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.CT.4.** Participate in online strategy and planning sessions for course-based, school-based, or other

projects and determine the strategies that contribute to effective outcomes.

- 9.4.12.DC.1.** Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).
- 9.4.12.DC.2.** Compare and contrast international differences in copyright laws and ethics.
- 9.4.12.DC.7.** Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).
- 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.4.** Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4).
- 9.4.12.IML.8.** Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).
- 9.4.12.IML.9.** Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).
- 9.4.12.TL.4.** Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).

Interdisciplinary Connections and Standards:

Computer Science and Design Thinking:

- 8.2.12.ITH.3.** Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

- RST.9-10.5.** Analyze the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).
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- WHST.9-10.8.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Unit Understandings:

Students will understand that...

- A business plan is a document that outlines the goals and strategies for a new business.

- A business plan should include information about the product or service, the target market, the marketing plan, the financial projections, and the management team.
- A business plan is an essential tool for securing funding for a new business.

Unit Essential Questions:

- Why is a well-structured business plan crucial for entrepreneurial success?
- How do market trends and customer behavior influence business planning?
- What financial considerations and projections are necessary for a new venture?
- How can effective marketing strategies contribute to business growth?
- What are the key components of successful operations management in a start-up?

Knowledge and Skills:

Students will know...

- How to develop a thorough business plan, including executive summary, market analysis, and financial forecasts.
- How to conduct market research and its impact on business decision-making.
- How to analyze financial statements and projections to assess business viability.
- How to design effective marketing strategies and branding for a new venture.
- How to explore operational processes and management strategies for a start-up.

Students will be able to...

- Define a business plan.
- Describe the components of a business plan.
- Write a business plan.
- Explain the importance of a business plan in securing funding for a new business.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

End of Unit Assessment

- Students will define a business plan
- Students will describe the components of a business plan
- Students will explain the importance of a business plan in securing funding for a new business
- Case study
- End of chapter lesson questions and activities
- Group discussions on current topics as they relate to each lesson
- Critical thinking activities

- Mini-projects/assignments on practical knowledge of the topic

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Develop a :30 elevator pitch about their business
- Develop a specific business plan for a new product or service
- Pitch deck to present to potential investors
- SWOT analysis
- Name and create basic business forms for a new product or service
- Research business structures and crowdfunding startups
- Articles and case studies about business plans
- Videos of entrepreneurs talking about their business plans
- Workshops and events on business planning

<i>RESOURCES</i>

Teacher Resources:

- Empowered
- Everfi
- Khan Academy
- Coursera
- Peer resources
- Guest speakers
- Online simulations
- Case studies

Equipment Needed:

- Monitor
- Projector
- Laptop

UNIT 3 OVERVIEW

Content Area: Entrepreneurship

Unit Title: Entrepreneurship in Action

Target Course/Grade Level: 9-12

Unit Summary: In this culminating unit, students will put their entrepreneurial knowledge and skills into action by creating a small-scale business. They will experience the challenges and rewards of operating a business.

Approximate Length of Unit: 8 weeks

LEARNING TARGETS

NJ Student Learning Standards:

Career Readiness, Life Literacies, and Key Skills

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- 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.
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- 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.CT.4.** Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

- 9.4.12.DC.1.** Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).
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- 9.4.12.TL.4.** Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).

Interdisciplinary Connections and Standards:

Computer Science and Design Thinking:

- 8.2.12.ITH.3.** Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

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- WHST.9-10.8.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Unit Understandings:

Students will understand that...

- The marketing plan is how you plan to inform your customers about your product or service.
- The sales pitch is why a potential consumer will buy your product.
- Business health is critical to growing your business.

- Adaptability and risk management are crucial to entrepreneurship.

Unit Essential Questions:

- How does entrepreneurship contribute to economic growth and job creation?
- What are the practical challenges of starting and running a business?
- How can entrepreneurs adapt and pivot in response to changing market conditions?
- Which strategies can manage risks and uncertainties in entrepreneurship?
- What personal and professional lessons can one learn from the entrepreneurial experience?

Knowledge and Skills:

Students will know...

- How to apply entrepreneurial concepts to create a real-world business venture
- How to navigate the challenges of launching and running a small business.
- How to be adaptable and flexible in response to market changes.
- How to implement risk management strategies to mitigate potential threats.

Students will be able to...

- Define marketing and sales.
- Describe types of marketing.
- Develop a marketing plan.
- Describe types of sales.
- Close a sale.
- Monitor business health.
- Reflect on their experiences and personal growth throughout the entrepreneurial journey.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

End of Unit Assessment

- Students will define marketing and sales
- Students will describe types of marketing
- Students will describe types of sales
- Students will name diverse types of entrepreneurs
- Students reflect on their experiences and personal growth throughout the entrepreneurial journey
- Case study
- End of chapter lesson questions and activities
- Group discussions on current topics as they relate to each lesson

- Critical thinking activities
- Mini-projects/assignments on practical knowledge of the topic

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Social media campaign for a product or service
- Research on a target market
- Launch and operate a real-world small-scale business for a set duration, recording progress and challenges
- Exchange business plans with classmates and provide feedback
- Articles and case studies about marketing plans
- Videos of entrepreneurs talking about their marketing plans
- Workshops and events on marketing

RESOURCES

Teacher Resources:

- Empowered
- Everfi
- Khan Academy
- Coursera
- Peer resources
- Guest speakers
- Online simulations
- Case studies

Equipment Needed:

- Monitor
- Projector
- Laptop