



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT: Business

COURSE: Entrepreneurship

Curriculum Development Timeline

School: Ocean Township High School

Course: Entrepreneurship

Department: Business

Board Approval	Supervisor	Notes
August 2007	Janet Bluefield	Born Date
August 2009	Janet Bluefield	Revisions
August 2014	Janet Bluefield	Revisions
August 2019	Nichole Kerney	Review
August 2020	Gerard Marrone	Revisions
August 2022	Gerard Marrone	Alignment to Standards
August 2025	Greg Colon	Alignment to Standards

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Township of Ocean Pacing Guide			
Cycle	Marking Period 1	Cycle	Marking Period 3
1	Should You Become an Entrepreneur?	21	Plan and Track Your Finances
2	Should You Become an Entrepreneur?	22	Plan and Track Your Finances
3	Entrepreneurs in a Market Economy	23	Operations Management
4	Entrepreneurs in a Market Economy	24	Operations Management
5	Developing a Business Plan	25	Human Resource Management
6	Developing a Business Plan	26	Human Resource Management
7	Developing a Business Plan	27	Risk Management
8	Developing a Business Plan	28	Risk Management
9	Identify and Meet a Market Need	29	Management for the Future
10	Identify and Meet a Market Need	30	Management for the Future
Cycle	Marking Period 2	Cycle	
11	Market Your Business	31	Work-Based Learning Experience
12	Market Your Business	32	Work-Based Learning Experience
13	Distribution, Promotion, and Selling	33	Work-Based Learning Experience
14	Distribution, Promotion, and Selling	34	Work-Based Learning Experience
15	Select a Type of Ownership	35	Work-Based Learning Experience/Capstone
16	Select a Type of Ownership	36	Work-Based Learning Experience/Capstone
17	Locate and Set Up Your Business	37	Capstone
18	Locate and Set Up Your Business	38	Capstone
19	Locate and Set Up Your Business	39	Capstone
20	Locate and Set Up Your Business	40	Capstone

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Core Instructional & Supplemental Materials including various levels of Texts

Core Instruction: Online Software Suite, Entrepreneurship Ideas In Action, Mindtap (Cengage Learning)
Online Text, Entrepreneurship Ideas In Action, 6th Edition (Cengage Learning)
Supplemental: Build Your Business Plan Project Outline (Cengage Learning), Virtual Business Entrepreneurship (Knowledge Matters), CTE Student Learning Plan (NJDOE)
Special Education Supplemental: Mindtap Animated Activities (Cengage Learning), Sharpen Your 21st Century Entrepreneurial Skills (Cengage Learning), CTE Student Learning Plan (NJDOE)

Time Frame	1 Week (5 blocks)
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Topic

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Should You Become an Entrepreneur?

Alignment to Standards

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
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.
9.3.12.BM.1 Utilize mathematical concepts, skills and problem solving to obtain necessary information for decision-making in business.
9.3.12.BM.2 Describe laws, rules and regulations as they apply to effective business operations.
9.3.12.BM.3 Explore, develop and apply strategies for ensuring a successful business career.
9.3.12.BM.4 Identify, demonstrate and implement solutions in managing effective business customer relationships.
9.3.12.BM.5 Implement systems, strategies and techniques used to manage information in a business.
9.3.12.BM-ADM.2 Access, evaluate and disseminate information for business decision making.
9.3.12.BM-BIM.3 Access, evaluate and disseminate information for business decision making.
9.3.12.BM-BIM.4 Plan, monitor and manage day-to-day business activities to sustain continued business functioning.
9.3.12.BM-BIM.5 Plan, organize and manage an organization/department to achieve business goals.
9.3.12.BM-MGT.2 Access, evaluate and disseminate information for business decision making.
9.3.12.BM-MGT.7 Plan, organize and manage an organization/department to achieve business goals.
9.3.12.BM-HR.6 Plan, monitor and manage day-to-day business activities to foster a healthy and safe work environment.
9.3.12.BM-HR.7 Plan, organize and implement compensation, benefits, health and safety programs

Learning Objectives and Activities

SWBAT answer the following questions:

- What role has entrepreneurship played in the US economy?
- What does it take to be a successful entrepreneur?
- How do entrepreneurs choose what business to start?

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- Why do entrepreneurs need to be good problem solvers?

SWBAT demonstrate understanding of the following:

- Define entrepreneurship
- Recognize the role entrepreneurs play in the US economy
- Determine the reasons businesses succeed or fail
- Identify the characteristics of successful entrepreneurs
- Identify the characteristics of good team members
- Assess whether you have what it takes to succeed in your own business
- Identify sources for new business ideas
- Recognize different business opportunities
- Identify your own personal goals
- List the six steps of the problem-solving model
- Describe ways to improve your problem-solving skills

Learning Activities:

- Terms Review
- Ideas in Action Gaming and Financial Literacy Equal Success p3
- Develop Your Reading Skills. p5
- Famous Entrepreneur p8
- Did You Know? P13
- Be Your Own Boss p20
- Sharpen Your 21st Century Entrepreneurial Skills Effective Business Letter p28

Assessments

Formative:

- Classwork and Groupwork
- Teacher Observation
- What Went Wrong? p16
- What Would You Do? p32
- Formative Assessment (Checkpoint) p.11, 17, 22, 27

Summative:

- Quizzes
- Chapter 1 Test

Benchmark:

- Cumulative exam with multiple choice and short answer questions.

Alternative:

- Virtual Business - Assess concepts using Virtual Business, Entrepreneurship online simulation
- Build Your Business Plan Project

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- Work-Based Learning (implemented through CTE Student-Learning Plan)

Interdisciplinary Connections

Math:

N-Q.1: Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.

N-Q.3: Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

ELA:

NJSLSA.R7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RST.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

RST.11-12.9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

W.9-10.1: When students are justifying their reasoning on short answer and extended constructed response questions they write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Career Readiness, Life Literacies, and Key Skills

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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.4: Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.
- 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.8: Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.
- 9.2.12.CAP.9: Locate information on working papers, what is required to obtain them, and who must sign them.
- 9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.
- 9.1.5.EG.3: Explain the impact of the economic system on one's personal financial goals.
- 9.1.5. EG.4: Describe how an individual's financial decisions affect society and contribute to the overall economy
- 9.1.5.FP.1: Illustrate the impact of financial traits on financial decisions.
- 9.1.5.FP.2: Identify the elements of being a good steward of money
- 9.1.5.FP.3: Analyze how spending choices and decision-making can result in positive or negative consequences
- 9.1.5.PB.2: Describe choices consumers have with money (e.g., save, spend, donate).
- 9.1.5.RMI.1: Identify risks that individuals and households face.
- 9.1.8.CR.3: Relate the importance of consumer, business, and government responsibility to the economy and personal finance.
- 9.1.8.CR.4: Examine the implications of legal and ethical behaviors when making financial decisions.
- 9.1.8.EG.7: Explain the effect of the economy (e.g., inflation, unemployment) on personal income, individual and family security, and consumer decisions.
- 9.1.12.EG.1: Review the tax rates on different sources of income and on different types of products and services purchased.

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COURSE: Entrepreneurship

9.1.12.EG.3: Explain how individuals and businesses influence government policies.

9.2.5.CAP.5: Identify various employee benefits, including income, medical, vacation time, and lifestyle benefits provided by different types of jobs and careers

9.2.8.CAP.11: Analyze potential career opportunities by considering different types of resources, including occupation databases, and state and national labor market statistics.

9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.

9.2.8.CAP.13: Compare employee benefits when evaluating employment interests and explain the possible impact on personal finances.

9.2.8.CAP.14: Evaluate sources of income and alternative resources to accurately compare employment options.

9.2.8.CAP.15: Present how the demand for certain skills, the job market, and credentials can determine an individual's earning power.

9.2.8.CAP.16: Research different ways workers/ employees improve their earning power through education and the acquisition of new knowledge and skills.

9.2.8.CAP.18: Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process.

9.2.8.CAP.19: Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability and to potential level

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives

9.4.2.CI.2: Demonstrate originality and inventiveness in work

9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition.

Technology Integration

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COURSE: Entrepreneurship

9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).

9.4.2.TL.2: Create a document using a word processing application.

9.4.2.TL.3: Enter information into a spreadsheet and sort the information.

9.4.2.TL.4: Navigate a virtual space to build context and describe the visual content. •

9.4.2.TL.5: Describe the difference between real and virtual experiences.

9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).

9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts

- Students will use Zoom and Google Meet in order to enhance learning and facilitate teamwork.
- Students will evaluate and implement the appropriate security for their technology usage
- Students will use Google Sheets in order to enhance learning in utilizing formulas and manipulating cells.
- Students will use Google Slides, Sheets, and Docs in order to present new ideas and reflect on learning progress.
- Supplemental instruction will utilize Virtual Business, Entrepreneurship web-based business simulation software.
- Students will use internet based game sites such as Quizizz, Kahoot, and Quizlet live to reflect on their learning progress.
- Additional resources and extension activities will be posted on Google Classroom in order to encourage students to reflect on their learning and expand on their knowledge.
- Students will use Google Sites to curate a portfolio demonstrating their learning, growth, and reflection throughout the course and work-based learning; culminating in a comprehensive business plan presented as the course capstone.
- Students will use technological resources to develop a comprehensive business plan to solve an existing or anticipated problem with the creation of a product or service.
- Students will constantly reflect and analyze the ethical implications of their chosen business.
- Students will be introduced and utilize industry proprietary productivity software dependent on their work-based learning site.

Career Education

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COURSE: Entrepreneurship

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

Time Frame	1 Week (5 blocks)
Topic	
Entrepreneurs in a Market Economy	
Alignment to Standards	

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COURSE: Entrepreneurship

9.3.12.FN-ACT.3 Process, evaluate and disseminate financial information to assist business decision making.

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.

6.1.5.EconET.1: Identify positive and negative incentives that influence the decisions people make

6.1.5.EconET.2: Use quantitative data to engage in cost benefit analyses of decisions that impact the individual and/or community.

6.1.5.EconET.3: Explain how scarcity and choice influence decisions made by individuals, communities, and nations

6.1.5.EconEM.1: Explain why individuals and businesses specialize and trade

6.1.5.EconEM.2: Identify examples of the variety of resources that are used to produce goods and services (i.e., human capital, physical capital, natural resources).

6.1.5.EconEM.3: Describe how supply and demand influence price and output of products.

6.1.5.EconNM.1: Explain the ways in which the government pays for the goods and services it provides

6.1.5.EconNM.2: Use data to describe how the availability of resources in New Jersey and other regions in the United States have impacted economic opportunities.

6.1.5.EconNM.3: Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.

6.1.5.EconNM.4: Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.

6.1.5.EconNM.5: Explain how the availability of private and public goods and services is influenced by the government and the global economy.

6.1.5.EconNM.6: Examine the qualities of entrepreneurs in a capitalistic society.

6.1.5.EconNM.7: Describe the role and relationship among households, businesses, laborers, and governments within the economic system.

6.1.5.EconGE.1: Explain how the development of communication systems has led to increased collaboration and the spread of ideas throughout the United States and the world.

6.1.5.EconGE.2: Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.

6.1.5.EconGE.3: Use economic data to explain how trade leads to increasing economic interdependence among nations.

6.1.5.EconGE.4: Compare and contrast how the availability of resources affects people across the world differently.

Learning Objectives and Activities

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SWBAT answer the following questions:

- How do entrepreneurs satisfy needs and wants with the goods and services they sell?
- Why do entrepreneurs need to understand the various economic systems that exist throughout the world?
- Why must entrepreneurs understand the impact of supply, demand, and competition on pricing?

SWBAT demonstrate understanding of the following:

- Distinguish between needs and wants
- Describe the types of economic resources
- Explain the role of entrepreneurs in the US economy
- Compare and contrast different types of economic systems
- Describe the characteristics of the US economy
- Explain how scarcity affects economic decisions
- Explain how business functions are used to satisfy consumers
- Recognize how supply and demand interact to determine price
- Describe how costs of doing business affect the price of a good or service
- Explain the effect of different market structures on price

Learning Activities:

- Terms Review
- Ideas in Action Providing Information Systems Solutions p37
- Develop Your Reading Skills. p39
- Famous Entrepreneur p48
- Did You Know? P40
- Be Your Own Boss p49
- Sharpen Your 21st Century Entrepreneurial Skills Effective Presentation Skills p57

Assessments

Formative:

- Classwork and Groupwork
- Teacher Observation
- What Went Wrong? p54
- What Would You Do? p61
- Formative Assessment (Checkpoint) p43, 50, 56

Summative:

- Quizzes
- Chapter 2 Test

Alternative:

- Virtual Business - Assess concepts using Virtual Business, Entrepreneurship online simulation
- Build Your Business Plan Project
- Work-Based Learning (implemented through CTE Student-Learning Plan)

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Interdisciplinary Connections

Math:

N-Q.1: Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.

N-Q.3: Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

ELA:

NJSLSA.R7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RST.11-12.3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Career Readiness, Life Literacies, and Key Skills

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.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.

9.1.5.EG.3: Explain the impact of the economic system on one's personal financial goals.

9.1.5. EG.4: Describe how an individual's financial decisions affect society and contribute to the overall economy

9.1.5. EG.5: Identify sources of consumer protection and assistance.

9.1.5.FI.1: Identify various types of financial institutions and the services they offer including banks, credit unions, and credit card companies.

9.1.5.FP.1: Illustrate the impact of financial traits on financial decisions.

9.1.8.CR.3: Relate the importance of consumer, business, and government responsibility to the economy and personal finance.

9.1.8.EG.1: Explain how taxes affect disposable income and the

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COURSE: Entrepreneurship

difference between net and gross income

9.1.8.EG.2: Explain why various sources of income are taxed differently

9.1.8.EG.3: Explain the concept and forms of taxation and evaluate how local, state and federal governments use taxes to fund public activities and initiatives.

9.1.8.EG.5: Interpret how changing economic and societal needs influence employment trends and future education.

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.

9.1.8.EG.7: Explain the effect of the economy (e.g., inflation, unemployment) on personal income, individual and family security, and consumer decisions.

9.1.8.EG.8: Analyze the impact of currency rates over a period of time and the impact on trade, employment, and income.

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.

Technology Integration

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- Additional resources and extension activities will be posted on Google Classroom in order to encourage students to reflect on their learning and expand on their knowledge.
- Students will use Google Sites to curate a portfolio demonstrating their learning, growth, and reflection throughout the course and work-based learning; culminating in a comprehensive business plan presented as the course capstone.rmulas and manipulating cells.

Career Education

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- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence

Time Frame	2 Weeks (10 blocks)
Topic	
Developing a Business Plan	
Alignment to Standards	

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9.3.12.BM.1 Utilize mathematical concepts, skills and problem solving to obtain necessary information for decision-making in business.

9.3.12.BM.2 Describe laws, rules and regulations as they apply to effective business operations.

9.3.12.BM.3 Explore, develop and apply strategies for ensuring a successful business career.

9.3.12.BM.4 Identify, demonstrate and implement solutions in managing effective business customer relationships.

9.3.12.BM.5 Implement systems, strategies and techniques used to manage information in a business.

9.3.12.BM.6 Implement, monitor and evaluate business processes to ensure efficiency and quality results.

9.3.12.FN-ACT.2 Utilize accounting tools, strategies and systems to plan, monitor, manage and maintain the use of financial resources.

9.3.12.FN-ACT.3 Process, evaluate and disseminate financial information to assist business decision making.

9.3.12.FN.12 Access, evaluate and disseminate financial information to enhance financial decision-making processes.

9.3.12.FN.1 Utilize mathematical concepts, skills and problem solving to obtain necessary information for decision making in the finance industry.

9.3.12.FN.2 Utilize tools, strategies and systems to plan, monitor, manage and maintain the use of financial resources.

Learning Objectives and Activities

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DEPARTMENT: Business

COURSE: Entrepreneurship

SWBAT answer the following questions:

- Why should an entrepreneur prepare a business plan?
- What elements must an entrepreneur include in a business plan?
- How can an entrepreneur ensure that the business plan is effective?

SWBAT demonstrate understanding of the following:

- Explain the purpose of writing a good business plan.
- Describe the importance of a business plan.
- List and describe the basic elements of a business plan.
- List and describe the other elements of a business plan that capture readers' attention and provide supporting information.
- Describe resources available for researching your business plan.
- Name common mistakes to avoid in business planning.

Learning Activities:

- Terms Review
- Ideas in Action An Online Community for College Women p65
- Develop Your Reading Skills. p67
- Famous Entrepreneur p69
- Did You Know? P83
- Be Your Own Boss p82
- Sharpen Your 21st Century Entrepreneurial Skills Prepare a Resume p86

Assessments

Formative:

- Classwork and Groupwork
- Teacher Observation
- What Went Wrong? p84
- What Would You Do? p91
- Formative Assessment (Checkpoint) p70, 80, 85

Summative:

- Quizzes
- Chapter 3 Test

Alternative:

- Virtual Business - Assess concepts using Virtual Business, Entrepreneurship online simulation
- Build Your Business Plan Project
- Work-Based Learning (implemented through CTE Student-Learning Plan)

Interdisciplinary Connections

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DEPARTMENT: Business

COURSE: Entrepreneurship

Math:

N-Q.1: Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.

N-Q.3: Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

ELA:

NJSLSA.R7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RST.11-12.3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

RST.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

RST.11-12.9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Career Readiness, Life Literacies, and Key Skills

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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.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.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.

9.1.5.EG.3: Explain the impact of the economic system on one's personal financial goals.

9.1.5. EG.4: Describe how an individual's financial decisions affect society and contribute to the overall economy

9.1.5. EG.5: Identify sources of consumer protection and assistance.

9.1.5.FI.1: Identify various types of financial institutions and the services they offer including banks, credit unions, and credit card companies.

9.1.5.FP.1: Illustrate the impact of financial traits on financial decisions.

9.1.5.FP.2: Identify the elements of being a good steward of money

9.1.5.FP.3: Analyze how spending choices and decision-making can result in positive or negative consequences

9.1.5.PB.2: Describe choices consumers have with money (e.g., save, spend, donate).

9.1.8.CR.4: Examine the implications of legal and ethical behaviors when making financial decisions.

9.1.8.CDM.3: Compare and contrast loan management strategies, including interest charges and total principal repayment costs.

9.1.8.CDM.4: Evaluate the application process for different types of loans (e.g., credit card, mortgage, student loans)

9.1.8.CP.3: Explain the purpose of a credit score and credit record, the factors and impact of credit scores.

9.1.8.CP.4: Summarize borrower's credit report rights.

9.1.8.CP.5: Compare the financial products and services available to borrowers relative to their credit worthiness.

9.1.8.EG.1: Explain how taxes affect disposable income and the

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difference between net and gross income

9.1.8.EG.2: Explain why various sources of income are taxed differently

9.1.8.EG.4: Identify and explain the consequences of breaking federal and/or state employment or financial laws.

9.1.8.EG.5: Interpret how changing economic and societal needs influence employment trends and future education.

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.

9.1.8.EG.7: Explain the effect of the economy (e.g., inflation, unemployment) on personal income, individual and family security, and consumer decisions.

9.1.8.FI.1: Identify the factors to consider when selecting various financial service providers.

9.1.8.FI.4: Analyze the interest rates and fees associated with financial products.

9.1.8.FP.1: Describe the impact of personal values on various financial scenarios.

9.1.8.FP.2: Evaluate the role of emotions, attitudes, and behavior (rational and irrational) in making financial decisions.

9.1.8.FP.3: Explain how self-regulation is important to managing money (e.g., delayed gratification, impulse buying, peer pressure, etc.).

9.1.8.FP.4: Analyze how familial and cultural values influence savings rates, spending, and other financial decisions.

9.1.8.FP.5: Determine how spending, investing, and using credit wisely contributes to financial well-being

9.1.12.EG.1: Review the tax rates on different sources of income and on different types of products and services purchased.

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.

9.2.8.CAP.11: Analyze potential career opportunities by considering different types of resources, including occupation databases, and state and national labor market statistics.

9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.

9.2.8.CAP.15: Present how the demand for certain skills, the job market, and credentials can determine an individual's earning power.

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9.2.8.CAP.16: Research different ways workers/ employees improve their earning power through education and the acquisition of new knowledge and skills.

9.2.8.CAP.19: Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability and to potential level

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives

9.4.2.CI.2: Demonstrate originality and inventiveness in work

Technology Integration

9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).

9.4.2.TL.2: Create a document using a word processing application.

9.4.2.TL.3: Enter information into a spreadsheet and sort the information.

9.4.2.TL.4: Navigate a virtual space to build context and describe the visual content. •

9.4.2.TL.5: Describe the difference between real and virtual experiences.

9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).

9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts

- Students will use Zoom and Google Meet in order to enhance learning and facilitate teamwork.
- Students will evaluate and implement the appropriate security for their technology usage
- Students will use Google Sheets in order to enhance learning in utilizing formulas and manipulating cells.
- Students will use Google Slides, Sheets, and Docs in order to present new ideas and reflect on learning progress.
- Supplemental instruction will utilize Virtual Business, Entrepreneurship web-based business simulation software.
- Students will use internet based game sites such as Quizizz, Kahoot, and Quizlet live to reflect on their learning progress.
- Additional resources and extension activities will be posted on Google Classroom in order to encourage students to reflect on their learning and expand on their knowledge.
- Students will use Google Sites to curate a portfolio demonstrating their learning, growth, and reflection throughout the course and work-based

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learning; culminating in a comprehensive business plan presented as the course capstone.

- Students will use technological resources to develop a comprehensive business plan to solve an existing or anticipated problem with the creation of a product or service.
- Students will constantly reflect and analyze the ethical implications of their chosen business.
- Students will be introduced and utilize industry proprietary productivity software dependent on their work-based learning site.

Career Education

CRP1. Act as a responsible and contributing citizen and employee.
CRP2. Apply appropriate academic and technical skills.
CRP3. Attend to personal health and financial well-being.
CRP4. Communicate clearly and effectively and with reason.
CRP5. Consider the environmental, social and economic impacts of decisions.
CRP6. Demonstrate creativity and innovation.
CRP7. Employ valid and reliable research strategies.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9. Model integrity, ethical leadership and effective management.
CRP10. Plan education and career paths aligned to personal goals.
CRP11. Use technology to enhance productivity.
CRP12. Work productively in teams while using cultural global competence.

Time Frame	1 Week (5 blocks)
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Topic

Identify and Meet a Market Need

Alignment to Standards

9.3.MK-MGT.1 Plan, organize and lead marketing staff to achieve business goals.
9.3.MK-MGT.2 Plan, manage and monitor day-to-day marketing management operations.
9.3.MK-MGT.3 Plan, manage and organize to meet the requirements of the marketing plan.
9.3.MK-MGT.4 Access, evaluate and disseminate information to aid in making marketing management decisions.

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DEPARTMENT: Business

COURSE: Entrepreneurship

9.3.MK-MGT.5 Determine and adjust prices to maximize return and meet customers' perceptions of value.
9.3.MK-MGT.6 Obtain, develop, maintain and improve a product or service mix in response to market opportunities.
9.3.MK-MGT.7 Communicate information about products, services, images and/or ideas.
9.3.MK-RES.1 Plan, organize and manage day-to-day marketing research activities.
9.3.MK-RES.2 Design and conduct research activities to facilitate marketing business decisions.
9.3.MK-RES.3 Use information systems and tools to make marketing research decisions

Learning Objectives and Activities

SWBAT answer the following questions:

- Why do entrepreneurs need to define their target market and how can they do so?
- Why is market research important to an entrepreneur?
- How can entrepreneurs better understand their competition?

SWBAT demonstrate understanding of the following:

- Identify a target market by analyzing the needs of customers.
- Explain how market segmentation can help an entrepreneur analyze a target market.
- Explain the role of market research.
- Identify the six steps involved in market research.
- Explain the role that technology plays in market research.
- Explain the importance of knowing and understanding your competition.
- Prepare a competitive analysis.
- Describe strategies for maintaining customer loyalty.

Learning Activities:

- Terms Review
- Ideas in Action The Art of Targeting Your Market p95
- Develop Your Reading Skills. P97
- Famous Entrepreneur p108
- Did You Know? P102
- Be Your Own Boss p115
- Sharpen Your 21st Century Entrepreneurial Skills Use Spreadsheets to Analyze Data p117

Assessments

Formative:

- Classwork and Groupwork
- Teacher Observation

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COURSE: Entrepreneurship

- What Went Wrong? p112
- What Would You Do? p121
- Formative Assessment (Checkpoint) p100, 109, 116

Summative:

- Quizzes
- Chapter 4 Test
- Benchmark Test

Alternative:

- Virtual Business - Assess concepts using Virtual Business, Entrepreneurship online simulation
- Build Your Business Plan Project
- Work-Based Learning (implemented through CTE Student-Learning Plan)

Interdisciplinary Connections

Math:

N-Q.1: Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.

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NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Social Studies:

6.2.12.EconET.3.a: Determine how, and the extent to which, scientific and technological changes, transportation and new forms of energy brought about social, economic and cultural changes in the world.

Career Readiness, Life Literacies, and Key Skills

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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COURSE: Entrepreneurship

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
9.4.2.CI.2: Demonstrate originality and inventiveness in work
9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (
9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition
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.).
9.4.12.TL.2: Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data
9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.
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

Technology Integration

9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).
9.4.2.TL.2: Create a document using a word processing application.
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COURSE: Entrepreneurship

- Additional resources and extension activities will be posted on Google Classroom in order to encourage students to reflect on their learning and expand on their knowledge.
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Career Education

- CRP1. Act as a responsible and contributing citizen and employee.
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 CRP5. Consider the environmental, social and economic impacts of decisions.
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 CRP9. Model integrity, ethical leadership and effective management.
 CRP10. Plan education and career paths aligned to personal goals.
 CRP11. Use technology to enhance productivity.
 CRP12. Work productively in teams while using cultural global competence.

Time Frame	1 Week (5 blocks)
Topic	
Market Your Business	
Alignment to Standards	

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COURSE: Entrepreneurship

- 9.3.MK-MGT.1 Plan, organize and lead marketing staff to achieve business goals.
- 9.3.MK-MGT.2 Plan, manage and monitor day-to-day marketing management operations.
- 9.3.MK-MGT.3 Plan, manage and organize to meet the requirements of the marketing plan.
- 9.3.MK-MGT.4 Access, evaluate and disseminate information to aid in making marketing management decisions.
- 9.3.MK-MGT.5 Determine and adjust prices to maximize return and meet customers' perceptions of value.
- 9.3.MK-MGT.6 Obtain, develop, maintain and improve a product or service mix in response to market opportunities.
- 9.3.MK-MGT.7 Communicate information about products, services, images and/or ideas.
- 9.3.MK-MER.1 Plan, organize and lead merchandising staff to enhance selling and merchandising skills.
- 9.3.MK-MER.2 Plan, manage and monitor day-to-day merchandising activities.
- 9.3.MK-MER.3 Move, store, locate and/or transfer ownership of retail goods and services.
- 9.3.MK-MER.4 Access, evaluate and disseminate marketing information to facilitate merchandising decisions and activities.
- 9.3.MK-MER.5 Determine and adjust prices to maximize return and meet customers' perceptions of value.
- 9.3.MK-MER.6 Obtain, develop, maintain and improve a product or service mix to respond to market opportunities.
- 9.3.MK-MER.7 Communicate information about retail products, services, images and/or ideas.
- 9.3.MK-MER.8 Create and manage merchandising activities that provide for client needs and wants

Learning Objectives and Activities

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COURSE: Entrepreneurship

SWBAT answer the following questions:

- Why do entrepreneurs need to develop a marketing strategy?
- What types of decisions will entrepreneurs have to make about their products?
- What should entrepreneurs consider when pricing their products?

SWBAT demonstrate understanding of the following:

- Explain the importance of marketing a business.
- Discuss how to develop a marketing strategy for a business.
- Describe what information is included in a marketing plan.
- Explain how the marketing concept affects decisions regarding the product mix.
- Define and describe the importance of product management.
- Identify pricing objectives for a business.
- Calculate the price for products using various methods.
- Discuss factors to consider when pricing services.
- List and describe various pricing strategies.

Learning Activities:

- Terms Review
- Ideas in Action Marketing to an Engaged Audience p125
- Develop Your Reading Skills. p127
- Famous Entrepreneur p128
- Did You Know? P133
- Be Your Own Boss p143
- Sharpen Your 21st Century Entrepreneurial Skills Breakeven Point p145

Assessments

Formative:

- Classwork and Groupwork
- Teacher Observation
- What Went Wrong? p135
- What Would You Do? p149
- Formative Assessment (Checkpoint) p131, 136, 144

Summative:

- Quizzes
- Chapter 5 Test

Alternative:

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- 9.4.2.TL.4: Navigate a virtual space to build context and describe the visual content. •
- 9.4.2.TL.5: Describe the difference between real and virtual experiences.
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Career Education

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
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COURSE: Entrepreneurship

CRP5. Consider the environmental, social and economic impacts of decisions.
CRP6. Demonstrate creativity and innovation.
CRP7. Employ valid and reliable research strategies.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9. Model integrity, ethical leadership and effective management.
CRP10. Plan education and career paths aligned to personal goals.
CRP11. Use technology to enhance productivity.
CRP12. Work productively in teams while using cultural global competence.

Time Frame	1 Week (5 blocks)
Topic	
Distribution, Promotion, and Selling	
Alignment to Standards	
9.3.MK-MER.1 Plan, organize and lead merchandising staff to enhance selling and merchandising skills. 9.3.MK-MER.2 Plan, manage and monitor day-to-day merchandising activities. 9.3.MK-MER.3 Move, store, locate and/or transfer ownership of retail goods and services. 9.3.MK-MER.4 Access, evaluate and disseminate marketing information to facilitate merchandising decisions and activities. 9.3.MK-MER.5 Determine and adjust prices to maximize return and meet customers' perceptions of value. 9.3.MK-MER.6 Obtain, develop, maintain and improve a product or service mix to respond to market opportunities. 9.3.MK-MER.7 Communicate information about retail products, services, images and/or ideas. 9.3.MK-MER.8 Create and manage merchandising activities that provide for client needs and wants 9.3.MK-SAL.1 Access, evaluate and disseminate sales information 9.3.MK-SAL.2 Apply sales techniques to meet client needs and wants. 9.3.MK-SAL.3 Plan, organize and lead sales staff to enhance sales goals. 9.3.12.TD-SAL.1 Analyze the ongoing performance of transportation, logistics and distribution-related sales and service operations. 9.3.12.TD-SAL.2 Demonstrate the use of sales and ongoing service of products and services that are transportation related to promote development of existing and future clients and	

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COURSE: Entrepreneurship

customers.

9.3.12.TD-OPS.1 Develop and evaluate transportation plans to move people and/or goods to meet customer requirements.

9.3.12.TD-OPS.2 Analyze performance of transportation operations in order to improve quality and service levels and increase efficiency.

9.3.12.TD-OPS.3 Comply with policies, laws and regulations in order to maintain safety, security and health and mitigate the economic and environmental risk of transportation operations.

9.3.12.TD-SYS.1 Develop plans to maintain and/or improve the transportation infrastructure.

9.3.12.TD-SYS.2 Assess, plan and manage the implementation of transportation services.

9.3.12.TD-SYS.3 Describe ways to improve the system utilization, flow, safety and environmental performance of transportation systems

9.3.12.TD-WAR.1 Demonstrate efficient and effective warehouse and distribution center operations.

9.3.12.TD-WAR.2 Describe ways to improve the performance of warehouse and distribution operations.

9.3.12.TD-WAR.3 Analyze compliance with company policies and government laws and regulations in warehouse and distribution operations.

Learning Objectives and Activities

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DEPARTMENT: Business

COURSE: Entrepreneurship

SWBAT answer the following questions:

- How do products get from the manufacturer to the consumer?
- What role does promotion play in the success of a business?
- What do salespeople need to know about their customers and products to close a sale?

SWBAT demonstrate understanding of the following:

- Describe the four basic options of channels of distribution.
- Apply channels of distribution to the specific needs of various types of businesses.
- Discuss factors to consider in the physical distribution of products.
- List the many forms of advertising and discuss advantages and disadvantages of each.
- Define publicity and describe ways to use publicity as a promotional tool.
- Explain the role of selling in a business.
- Determine how to meet customer needs and wants.
- Discuss other types of promotional activities.
- Evaluate the effectiveness of promotional campaigns.

Learning Activities:

- Terms Review
- Ideas in Action Giving Young Entrepreneurs a Leg Up p153
- Develop Your Reading Skills. p155
- Famous Entrepreneur p174
- Did You Know? P161
- Be Your Own Boss p156
- Sharpen Your 21st Century Entrepreneurial Skills Marketing and Technology p177

Assessments

Formative:

- Classwork and Groupwork
- Teacher Observation
- What Went Wrong? p167
- What Would You Do? p181
- Formative Assessment (Checkpoint) p159, 170, 176

Summative:

- Quizzes
- Chapter 6 Test

Alternative:

- Virtual Business - Assess concepts using Virtual Business, Entrepreneurship online simulation
- Build Your Business Plan Project
- Work-Based Learning (implemented through CTE Student-Learning Plan)

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SPARTAN MISSION:

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DEPARTMENT: Business

COURSE: Entrepreneurship

Interdisciplinary Connections

Math:

N-Q.1: Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.

N-Q.3: Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

ELA:

NJSLSA.R7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RST.11-12.3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

RST.11-12.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.

RST.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

RST.11-12.9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Career Readiness, Life Literacies, and Key Skills

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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.

99.4.2.CI.1: Demonstrate openness to new ideas and perspectives

9.4.2.CI.2: Demonstrate originality and inventiveness in work

9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition

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.).

9.4.12.TL.2: Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data

9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

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

Technology Integration

9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).

9.4.2.TL.2: Create a document using a word processing application.

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9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts

- Students will use Zoom and Google Meet in order to enhance learning and facilitate teamwork.
- Students will evaluate and implement the appropriate security for their technology usage
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COURSE: Entrepreneurship

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- Additional resources and extension activities will be posted on Google Classroom in order to encourage students to reflect on their learning and expand on their knowledge.
- Students will use Google Sites to curate a portfolio demonstrating their learning, growth, and reflection throughout the course and work-based learning; culminating in a comprehensive business plan presented as the course capstone.
- Students will use technological resources to develop a comprehensive business plan to solve an existing or anticipated problem with the creation of a product or service.
- Students will constantly reflect and analyze the ethical implications of their chosen business.
- Students will be introduced and utilize industry proprietary productivity software dependent on their work-based learning site.

Career Education

CRP1. Act as a responsible and contributing citizen and employee.
CRP2. Apply appropriate academic and technical skills.
CRP3. Attend to personal health and financial well-being.
CRP4. Communicate clearly and effectively and with reason.
CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.
CRP7. Employ valid and reliable research strategies.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9. Model integrity, ethical leadership and effective management.
CRP10. Plan education and career paths aligned to personal goals.
CRP11. Use technology to enhance productivity.
CRP12. Work productively in teams while using cultural global competence.

Time Frame	1 Week (5 blocks)
Topic	
Select a Type of Ownership	

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COURSE: Entrepreneurship

Alignment to Standards

9.3.12.BM-BIM.5 Plan, organize and manage an organization/department to achieve business goals.

9.3.12.FN-ACT.1 Describe and follow laws and regulations to manage accounting operations and transactions.

9.3.12.FN-ACT.2 Utilize accounting tools, strategies and systems to plan, monitor, manage and maintain the use of financial resources.

9.3.12.FN-ACT.3 Process, evaluate and disseminate financial information to assist business decision making.

9.3.12.FN.11 Plan, monitor and manage day-to-day activities required to sustain continued business functioning.

9.3.12.FN.12 Access, evaluate and disseminate financial information to enhance financial decision-making processes.

9.3.12.FN.1 Utilize mathematical concepts, skills and problem solving to obtain necessary information for decision making in the finance industry.

9.3.12.FN.2 Utilize tools, strategies and systems to plan, monitor, manage and maintain the use of financial resources.

9.3.12.FN.8 Describe and follow laws, regulations and ethical standards that affect finance operations and transactions.

9.3.12.FN.9 Plan, manage and maintain the use of financial resources to protect solvency.

9.3.12.FN.14 Employ financial risk-management strategies and techniques used to minimize business loss.

9.3.12.BM.1 Utilize mathematical concepts, skills and problem solving to obtain necessary information for decision-making in business.

9.3.12.BM.2 Describe laws, rules and regulations as they apply to effective business operations.

9.3.12.BM.3 Explore, develop and apply strategies for ensuring a successful business career.

9.3.12.BM.4 Identify, demonstrate and implement solutions in managing effective business customer relationships.

9.3.12.BM.5 Implement systems, strategies and techniques used to manage information in a business.

9.3.12.BM.6 Implement, monitor and evaluate business processes to ensure efficiency and quality results.

9.3.21.BM-MGT.1 Describe and follow laws and regulations affecting business operations and transactions.

9.3.12.BM-MGT.2 Access, evaluate and disseminate information for business decision making.

9.3.12.BM-MGT.3 Apply economic concepts fundamental to global business operations.

9.3.12.BM-MGT.4 Employ and manage techniques, strategies and systems to enhance business relationships.

9.3.12.BM-MGT.5 Plan, monitor, manage and maintain the use of financial resources to ensure a business's financial wellbeing.

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COURSE: Entrepreneurship

9.3.12.BM-MGT.6 Plan, monitor and manage day-to-day business activities to sustain continued business functioning.

9.3.12.BM-MGT.7 Plan, organize and manage an organization/department to achieve business goals.

9.3.12.BM-MGT.8 Create strategic plans used to manage business growth, profit and goals

Learning Objectives and Activities

SWBAT answer the following questions:

- What are the different ways that a person can become a business owner?
- Why is it important for entrepreneurs to understand each legal form of business?
- Why should entrepreneurs understand the regulations, laws, and legal issues that may affect their business?

SWBAT demonstrate understanding of the following:

- List advantages and disadvantages of buying an existing business.
- Discuss franchise ownership.
- List advantages and disadvantages of joining a family business.
- List advantages and disadvantages of starting a new business.
- List advantages and disadvantages of a sole proprietorship.
- List advantages and disadvantages of a partnership.
- List advantages and disadvantages of a corporation.
- Recognize how laws promote competition.
- Describe how entrepreneurs protect intellectual property.
- Identify regulations that protect the public and explain their impact on businesses.
- Describe some of the minor legal issues affecting entrepreneurs.

Learning Activities:

- Terms Review
- Ideas in Action Generate a Buzz with Target Marketing p185
- Develop Your Reading Skills. p187
- Famous Entrepreneur p206
- Did You Know? P206
- Be Your Own Boss p201
- Sharpen Your 21st Century Entrepreneurial Skills Using the Telephone for Business p211

Assessments

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DEPARTMENT: Business

COURSE: Entrepreneurship

Formative:

- Classwork and Groupwork
- Teacher Observation
- What Went Wrong? p199
- What Would You Do? p215
- Formative Assessment (Checkpoint) p195, 202, 210

Summative:

- Quizzes
- Chapter 7 Test

Alternative:

- Virtual Business - Assess concepts using Virtual Business, Entrepreneurship online simulation
- Build Your Business Plan Project
- Work-Based Learning (implemented through CTE Student-Learning Plan)

Interdisciplinary Connections

Math:

N-Q.1: Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.

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ELA:

NJSLSA.R7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RST.11-12.3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

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NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Career Readiness, Life Literacies, and Key Skills

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COURSE: Entrepreneurship

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.

9.1.8.CR.4: Examine the implications of legal and ethical behaviors when making financial decisions.

9.1.8.EG.2: Explain why various sources of income are taxed differently

9.1.8.EG.3: Explain the concept and forms of taxation and evaluate how local, state and federal governments use taxes to fund public activities and initiatives.

9.1.8.EG.4: Identify and explain the consequences of breaking federal and/or state employment or financial laws.

9.1.8.EG.7: Explain the effect of the economy (e.g., inflation, unemployment) on personal income, individual and family security, and consumer decisions.

9.1.8.EG.9: Identify types of consumer fraud, the procedures for reporting fraud, the specific consumer protection laws, and the issues they address

9.1.8.FI.1: Identify the factors to consider when selecting various financial service providers.

9.1.8.FI.4: Analyze the interest rates and fees associated with financial products.

9.1.8.FP.1: Describe the impact of personal values on various financial scenarios.

9.1.8.FP.2: Evaluate the role of emotions, attitudes, and behavior (rational and irrational) in making financial decisions.

9.1.8.FP.3: Explain how self-regulation is important to managing money (e.g., delayed gratification, impulse buying, peer pressure, etc.).

9.1.8.FP.4: Analyze how familial and cultural values influence savings rates, spending, and other financial decisions.

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COURSE: Entrepreneurship

9.1.12.EG.3: Explain how individuals and businesses influence government policies.

9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.

9.2.8.CAP.13: Compare employee benefits when evaluating employment interests and explain the possible impact on personal finances.

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives

9.4.2.CI.2: Demonstrate originality and inventiveness in work

9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (

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9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations

9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media

Technology Integration

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COURSE: Entrepreneurship

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9.4.2.TL.2: Create a document using a word processing application.

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9.4.2.TL.4: Navigate a virtual space to build context and describe the visual content. •

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Career Education

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DEPARTMENT: Business

COURSE: Entrepreneurship

CRP1. Act as a responsible and contributing citizen and employee.
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CRP4. Communicate clearly and effectively and with reason.
CRP5. Consider the environmental, social and economic impacts of decisions.
CRP6. Demonstrate creativity and innovation.
CRP7. Employ valid and reliable research strategies.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9. Model integrity, ethical leadership and effective management.
CRP10. Plan education and career paths aligned to personal goals.
CRP11. Use technology to enhance productivity.
CRP12. Work productively in teams while using cultural global competence.

Time Frame	2 Weeks (10 blocks)
Topic	
Locate and Set Up Your Business	
Alignment to Standards	

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DEPARTMENT: Business

COURSE: Entrepreneurship

- 9.3.12.BM.1 Utilize mathematical concepts, skills and problem solving to obtain necessary information for decision-making in business.
- 9.3.12.BM.2 Describe laws, rules and regulations as they apply to effective business operations.
- 9.3.12.BM.4 Identify, demonstrate and implement solutions in managing effective business customer relationships.
- 9.3.12.BM.5 Implement systems, strategies and techniques used to manage information in a business.
- 9.3.12.BM.6 Implement, monitor and evaluate business processes to ensure efficiency and quality results..
- 9.3.12.FN-ACT.2 Utilize accounting tools, strategies and systems to plan, monitor, manage and maintain the use of financial resources.
- 9.3.12.FN-ACT.3 Process, evaluate and disseminate financial information to assist business decision making.
- 9.3.12.FN.2 Utilize tools, strategies and systems to plan, monitor, manage and maintain the use of financial resources.
- 9.3.12.FN.14 Employ financial risk-management strategies and techniques used to minimize business loss.
- 9.3.21.BM-MGT.1 Describe and follow laws and regulations affecting business operations and transactions.
- 9.3.12.BM-MGT.2 Access, evaluate and disseminate information for business decision making.
- 9.3.12.TD.2 Describe the application and use of new and emerging advanced techniques to provide solutions for transportation, distribution and logistics problems.
- 9.3.12.TD.3 Describe the key operational activities required of successful transportation, distribution and logistics facilities
- 9.3.12.TD.4 Identify governmental policies and procedures for transportation, distribution and logistics facilities.
- 9.3.12.TD-MTN.2 Design ways to improve facility and equipment system performance.

Learning Objectives and Activities

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COURSE: Entrepreneurship

SWBAT answer the following questions:

- How do entrepreneurs decide where to locate their business?
- What should entrepreneurs consider before obtaining property and designing its layout?
- What should entrepreneurs consider when selecting vendors and purchasing inventory?

SWBAT demonstrate understanding of the following:

- Identify options for locating a retail business.
- Discuss factors to consider when choosing a location.
- Identify the advantages and disadvantages of having a business online.
- Describe steps to take in selecting a site.
- Compare purchase and lease options.
- Describe layout considerations for different types of businesses.
- Explain how to find and choose vendors for your business.
- List factors that determine the needed level of inventory.

Learning Activities:

- Terms Review
- Ideas in Action Creativity Knows No Boundaries p219
- Develop Your Reading Skills. p221
- Famous Entrepreneur p223
- Did You Know? P233
- Be Your Own Boss p239
- Sharpen Your 21st Century Entrepreneurial Skills Email Etiquettes p241

Assessments

Formative:

- Classwork and Groupwork
- Teacher Observation
- What Went Wrong? p228
- What Would You Do? p245
- Formative Assessment (Checkpoint) p229, 235, 240

Summative:

- Quizzes
- Chapter 8 Test

Alternative:

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COURSE: Entrepreneurship

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DEPARTMENT: Business

COURSE: Entrepreneurship

- Supplemental instruction will utilize Virtual Business, Entrepreneurship web-based business simulation software.
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Career Education

- CRP1. Act as a responsible and contributing citizen and employee.
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CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9. Model integrity, ethical leadership and effective management.
CRP10. Plan education and career paths aligned to personal goals.
CRP11. Use technology to enhance productivity.
CRP12. Work productively in teams while using cultural global competence.

Time Frame

1 Week (5 blocks)

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DEPARTMENT: Business

COURSE: Entrepreneurship

Topic

Plan and Track Your Finances

Alignment to Standards

9.1.12.A.10 Demonstrate how exemptions and deductions can reduce taxable income.
9.1.12.A.11 Explain the relationship between government programs and services and taxation.
9.3.12.BM-MGT.8 Create strategic plans used to manage business growth, profit and goals.
9.3.12.FN-ACT.1 Describe and follow laws and regulations to manage accounting operations and transactions.
9.3.12.FN-ACT.2 Utilize accounting tools, strategies and systems to plan, monitor, manage and maintain the use of financial resources.
9.3.12.FN-ACT.3 Process, evaluate and disseminate financial information to assist business decision making.
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9.3.12.FN.2 Utilize tools, strategies and systems to plan, monitor, manage and maintain the use of financial resources.
9.3.12.FN.8 Describe and follow laws, regulations and ethical standards that affect finance operations and transactions.
9.3.MK-MER.2 Plan, manage and monitor day-to-day merchandising activities.
9.3.MK-MER.3 Move, store, locate and/or transfer ownership of retail goods and services loss.

Learning Objectives and Activities

SWBAT answer the following questions:

- When starting a business how can entrepreneurs assess their financial needs and get funding?
- Why is it essential for a new business to prepare pro forma financial statements?
- Why must entrepreneurs establish, maintain, and analyze appropriate accounting and business records.

SWBAT demonstrate understanding of the following:

- Estimate your startup costs and personal net worth.
- Identify sources of equity capital for your business.

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COURSE: Entrepreneurship

- Identify sources of debt capital for your business.
- Prepare a pro forma cash flow statement.
- Prepare a pro forma income statement.
- Prepare a pro forma balance sheet.
- Differentiate between alternative methods of accounting.
- Describe the use of journals and ledgers in a recordkeeping system.
- Explain the importance of keeping accurate and up-to-date bank, payroll, and tax records.

Learning Activities:

- Terms Review
- Ideas in Action Determination Leads to Success p249
- Develop Your Reading Skills. p251
- Famous Entrepreneur p253
- Did You Know? P256
- Be Your Own Boss p271
- Sharpen Your 21st Century Entrepreneurial Skills Online and Mobile Banking p273

Assessments

Formative:

- Classwork and Groupwork
- Teacher Observation
- What Went Wrong? p269
- What Would You Do? p277
- Formative Assessment (Checkpoint) p257, 264, 272

Summative:

- Quizzes
- Chapter 9 Test

Alternative:

- Virtual Business - Assess concepts using Virtual Business, Entrepreneurship online simulation
- Build Your Business Plan Project
- Work-Based Learning (implemented through CTE Student-Learning Plan)

Interdisciplinary Connections

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Math:

N-Q.1: Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.

N-Q.3: Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

ELA:

NJSLSA.R7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RST.11-12.3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

RST.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

RST.11-12.9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

WHST.11-12.7. 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 an understanding of the subject under investigation.

Career Readiness, Life Literacies, and Key Skills

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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.

9.1.8.CR.4: Examine the implications of legal and ethical behaviors when making financial decisions.

9.1.8.EG.2: Explain why various sources of income are taxed differently

9.1.8.EG.3: Explain the concept and forms of taxation and evaluate how local, state and federal governments use taxes to fund public activities and initiatives.

9.1.8.EG.4: Identify and explain the consequences of breaking federal and/or state employment or financial laws.

9.1.8.EG.7: Explain the effect of the economy (e.g., inflation, unemployment) on personal income, individual and family security, and consumer decisions.

9.1.8.FI.1: Identify the factors to consider when selecting various financial service providers.

9.1.8.FI.4: Analyze the interest rates and fees associated with financial Products.

9.1.8.FP.1: Describe the impact of personal values on various financial scenarios.

9.1.8.FP.2: Evaluate the role of emotions, attitudes, and behavior (rational and irrational) in making financial decisions.

9.1.12.EG.3: Explain how individuals and businesses influence government policies.

9.2.8.CAP.13: Compare employee benefits when evaluating employment interests and explain the possible impact on personal finances.

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives

9.4.2.CI.2: Demonstrate originality and inventiveness in work

9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition

9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

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

9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the

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COURSE: Entrepreneurship

source, and relevance of information, in media, data, or other resources

9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations

9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media

Technology Integration

9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).

9.4.2.TL.2: Create a document using a word processing application.

9.4.2.TL.3: Enter information into a spreadsheet and sort the information.

9.4.2.TL.4: Navigate a virtual space to build context and describe the visual content. •

9.4.2.TL.5: Describe the difference between real and virtual experiences.

9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).

9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts

- Students will use Zoom and Google Meet in order to enhance learning and facilitate teamwork.
- Students will evaluate and implement the appropriate security for their technology usage
- Students will use Google Sheets in order to enhance learning in utilizing formulas and manipulating cells.
- Students will use Google Slides, Sheets, and Docs in order to present new ideas and reflect on learning progress.
- Supplemental instruction will utilize Virtual Business, Entrepreneurship web-based business simulation software.
- Students will use internet based game sites such as Quizizz, Kahoot, and Quizlet live to reflect on their learning progress.
- Additional resources and extension activities will be posted on Google Classroom in order to encourage students to reflect on their learning and expand on their knowledge.
- Students will use Google Sites to curate a portfolio demonstrating their learning, growth, and reflection throughout the course and work-based learning; culminating in a comprehensive business plan presented as the course capstone.
- Students will use technological resources to develop a comprehensive business plan to solve an existing or anticipated problem with the creation of a product or service.
- Students will constantly reflect and analyze the ethical implications of their chosen business.

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- Students will be introduced and utilize industry proprietary productivity software dependent on their work-based learning site.

Career Education

CRP1. Act as a responsible and contributing citizen and employee.
CRP2. Apply appropriate academic and technical skills.
CRP3. Attend to personal health and financial well-being.
CRP4. Communicate clearly and effectively and with reason.
CRP5. Consider the environmental, social and economic impacts of decisions.
CRP6. Demonstrate creativity and innovation.
CRP7. Employ valid and reliable research strategies.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving

them.

CRP9. Model integrity, ethical leadership and effective management.
CRP10. Plan education and career paths aligned to personal goals.
CRP11. Use technology to enhance productivity.
CRP12. Work productively in teams while using cultural global competence.

Time Frame	1 Week (5 blocks)
Topic	
Operations Management	
Alignment to Standards	

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COURSE: Entrepreneurship

- 9.3.12.BM.1 Utilize mathematical concepts, skills and problem solving to obtain necessary information for decision-making in business.
- 9.3.12.BM.2 Describe laws, rules and regulations as they apply to effective business operations.
- 9.3.12.BM.3 Explore, develop and apply strategies for ensuring a successful business career.
- 9.3.12.BM.4 Identify, demonstrate and implement solutions in managing effective business customer relationships.
- 9.3.12.BM.5 Implement systems, strategies and techniques used to manage information in a business.
- 9.3.12.BM.6 Implement, monitor and evaluate business processes to ensure efficiency and quality results.
- 9.1.12.E.2 Analyze and apply multiple sources of financial information when prioritizing financial decisions.
- 9.1.12.E.3 Determine how objective, accurate, and current financial information affects the prioritization of financial decisions.
- 9.1.12.E.5 Evaluate business practices and their impact on individuals, families, and societies.
- 9.3.12.FN-ACT.1 Describe and follow laws and regulations to manage accounting operations and transactions.
- 9.3.12.FN-ACT.2 Utilize accounting tools, strategies and systems to plan, monitor, manage and maintain the use of financial resources.
- 9.3.12.FN-ACT.3 Process, evaluate and disseminate financial information to assist business decision making.
- 9.3.12.FN.12 Access, evaluate and disseminate financial information to enhance financial decision-making processes.
- 9.3.12.FN.2 Utilize tools, strategies and systems to plan, monitor, manage and maintain the use of financial resources.
- 9.3.12.FN.9 Plan, manage and maintain the use of financial resources to protect solvency.
- 9.3.12.FN.14 Employ financial risk-management strategies and techniques used to minimize business loss.
- 9.3.12.TD-LOG.1 Develop solutions to provide and manage logistics services for the company and customers.
- 9.3.12.TD-LOG.2 Analyze and improve performance of logistics systems to provide logistics planning and management services.
- 9.3.12.TD-SAL.1 Analyze the ongoing performance of transportation, logistics and distribution-related sales and service operations.
- 9.3.12.TD-SAL.2 Demonstrate the use of sales and ongoing service of products and services that are transportation related to promote development of existing and future clients and customers
- 9.3.12.TD-WAR.1 Demonstrate efficient and effective warehouse and distribution center operations.
- 9.3.12.TD-WAR.2 Describe ways to improve the performance of warehouse and distribution operations.
- 9.3.12.TD-WAR.3 Analyze compliance with company policies and government laws and regulations in warehouse and distribution operations.

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COURSE: Entrepreneurship

Learning Objectives and Activities

SWBAT answer the following questions:

- How does a small business benefit from effective operating procedures both internally and externally?
- What is inventory, and why is it important for a small business to track and manage its inventory?
- Why does a business need to manage its cash flow and analyze its financial statements?

SWBAT demonstrate understanding of the following:

- Define the five functions of management.
- Describe five types of policies that should be included in an operations manual.
- Prepare a purchasing plan for inventory.
- Describe periodic and perpetual inventory.
- Determine how much inventory to keep in stock.
- Describe strategies for managing cash flow.
- Evaluate a business's performance through financial statement analysis.

Learning Activities:

- Terms Review
- Ideas in Action A Lack of Diversity in the Workplace p281
- Develop Your Reading Skills. p283
- Famous Entrepreneur p293
- Did You Know? P296
- Be Your Own Boss p292
- Sharpen Your 21st Century Entrepreneurial Skills Internal Accounting Controls p305

Assessments

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COURSE: Entrepreneurship

Formative:

- Classwork and Groupwork
- Teacher Observation
- What Went Wrong? p297
- What Would You Do? p309
- Formative Assessment (Checkpoint) p287, 294, 304

Summative:

- Quizzes
- Chapter 10 Test

Alternative:

- Virtual Business - Assess concepts using Virtual Business, Entrepreneurship online simulation
- Build Your Business Plan Project
- Work-Based Learning (implemented through CTE Student-Learning Plan)

Interdisciplinary Connections

Math:

N-Q.1: Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.

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Career Readiness, Life Literacies, and Key Skills

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DEPARTMENT: Business

COURSE: Entrepreneurship

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- Students will use Google Sites to curate a portfolio demonstrating their learning, growth, and reflection throughout the course and work-based learning; culminating in a comprehensive business plan presented as the course capstone.
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- Students will constantly reflect and analyze the ethical implications of their chosen business.
- Students will be introduced and utilize industry proprietary productivity software dependent on their work-based learning site.

Career Education

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- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

Time Frame

1 Week (5 blocks)

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COURSE: Entrepreneurship

Topic

Human Resource Management

Alignment to Standards

9.3.12.BM-ADM.1 Plan, staff, lead and organize human resources to enhance employee productivity and satisfaction.
9.3.12.BM-ADM.2 Access, evaluate and disseminate information for business decision making.
9.3.12.BM-ADM.3 Plan, monitor and manage day-to-day business activities.
9.3.12.BM-MGT.3 Apply economic concepts fundamental to global business operations.
9.3.12.BM.1 Utilize mathematical concepts, skills and problem solving to obtain necessary information for decision-making in business.
9.3.12.BM.2 Describe laws, rules and regulations as they apply to effective business operations.
9.3.12.BM.3 Explore, develop and apply strategies for ensuring a successful business career.
9.3.12.BM-HR.1 Describe and follow laws and regulations affecting human resource operations.
9.3.12.BM-HR.2 Access, evaluate and disseminate information for human resources management decision making.
9.3.12.BM-HR.3 Motivate and supervise personnel to achieve completion of projects and business goals.
9.3.12.BM-HR.4 Plan, monitor and manage the use of financial and human resources to ensure a business's financial wellbeing.
9.3.12.BM-HR.5 Plan, staff, lead and organize human resources to enhance employee productivity and satisfaction.
9.3.12.BM-HR.6 Plan, monitor and manage day-to-day business activities to foster a healthy and safe work environment.
9.3.12.BM-HR.7 Plan, organize and implement compensation, benefits, health and safety programs.

Learning Objectives and Activities

SWBAT answer the following questions:

- What must entrepreneurs consider when staffing their business?
- What can entrepreneurs do to make sure they hire and retain the best employees?
- What do the implementing and controlling functions of management involve?

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COURSE: Entrepreneurship

SWBAT demonstrate understanding of the following:

- Explain how to determine staffing needs for a business.
- Describe options for recruiting employees.
- Identify alternatives to hiring permanent employees.
- List and describe the steps in the hiring process.
- Describe compensation packages for employees.
- Identify laws protecting employee rights.
- Explain how to implement your staffing plan.
- Discuss ways to motivate your employees.
- Describe the control function of management as it applies to human resources.

Learning Activities:

- Terms Review
- Ideas in Action Working for a Worthy Cause p313
- Develop Your Reading Skills. p315
- Famous Entrepreneur p328
- Did You Know? P325
- Be Your Own Boss p332
- Sharpen Your 21st Century Entrepreneurial Skills Leadership Skills p339

Assessments

Formative:

- Classwork and Groupwork
- Teacher Observation
- What Went Wrong? p334
- What Would You Do? p343
- Formative Assessment (Checkpoint) p320, 330, 338

Summative:

- Quizzes
- Chapter 11 Test

Alternative:

- Virtual Business - Assess concepts using Virtual Business, Entrepreneurship online simulation
- Build Your Business Plan Project
- Work-Based Learning (implemented through CTE Student-Learning Plan)

Interdisciplinary Connections

Math:

N-Q.1: Use units as a way to understand problems and to guide the solution of

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COURSE: Entrepreneurship

multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.

N-Q.3: Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

ELA:

NJSLSA.R7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RST.11-12.3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

RST.11-12.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.

RST.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

RST.11-12.9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

WHST.11-12.7. 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 an understanding of the subject under investigation.

W.9-10.1: When students are justifying their reasoning on short answer and extended constructed response questions they write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Career Readiness, Life Literacies, and Key Skills

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COURSE: Entrepreneurship

- 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.4: Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.
- 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.8: Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.
- 9.2.12.CAP.9: Locate information on working papers, what is required to obtain them, and who must sign them.
- 9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.
- 9.1.5.EG.3: Explain the impact of the economic system on one's personal financial goals.
- 9.1.5. EG.4: Describe how an individual's financial decisions affect society and contribute to the overall economy
- 9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.
- 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.
- 9.1.8.CR.3: Relate the importance of consumer, business, and government responsibility to the economy and personal finance.
- 9.1.8.CR.4: Examine the implications of legal and ethical behaviors when making financial decisions.
- 9.1.8.EG.1: Explain how taxes affect disposable income and the difference between net and gross income
- 9.1.8.EG.2: Explain why various sources of income are taxed differently
- 9.1.8.EG.3: Explain the concept and forms of taxation and evaluate how local, state and federal governments use taxes to fund public activities and initiatives.
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9.1.8.EG.5: Interpret how changing economic and societal needs influence employment trends and future education.

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.

9.2.5.CAP.5: Identify various employee benefits, including income, medical, vacation time, and lifestyle benefits provided by different types of jobs and careers

9.2.8.CAP.11: Analyze potential career opportunities by considering different types of resources, including occupation databases, and state and national labor market statistics.

9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.

9.2.8.CAP.13: Compare employee benefits when evaluating employment interests and explain the possible impact on personal finances.

9.2.8.CAP.14: Evaluate sources of income and alternative resources to accurately compare employment options.

9.2.8.CAP.15: Present how the demand for certain skills, the job market, and credentials can determine an individual's earning power.

9.2.8.CAP.16: Research different ways workers/ employees improve their earning power through education and the acquisition of new knowledge and skills.

9.2.8.CAP.17: Prepare a sample resume and cover letter as part of an application process.

9.2.8.CAP.18: Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process.

9.2.8.CAP.19: Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability and to potential level

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives

9.4.2.CI.2: Demonstrate originality and inventiveness in work

9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition

Technology Integration

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DEPARTMENT: Business

COURSE: Entrepreneurship

9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).

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9.4.2.TL.4: Navigate a virtual space to build context and describe the visual content. •

9.4.2.TL.5: Describe the difference between real and virtual experiences.

9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).

9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts

- Students will use Zoom and Google Meet in order to enhance learning and facilitate teamwork.
- Students will evaluate and implement the appropriate security for their technology usage
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- Students will use Google Slides, Sheets, and Docs in order to present new ideas and reflect on learning progress.
- Supplemental instruction will utilize Virtual Business, Entrepreneurship web-based business simulation software.
- Students will use internet based game sites such as Quizizz, Kahoot, and Quizlet live to reflect on their learning progress.
- Additional resources and extension activities will be posted on Google Classroom in order to encourage students to reflect on their learning and expand on their knowledge.
- Students will use Google Sites to curate a portfolio demonstrating their learning, growth, and reflection throughout the course and work-based learning; culminating in a comprehensive business plan presented as the course capstone.
- Students will use technological resources to develop a comprehensive business plan to solve an existing or anticipated problem with the creation of a product or service.
- Students will constantly reflect and analyze the ethical implications of their chosen business.
- Students will be introduced and utilize industry proprietary productivity software dependent on their work-based learning site.

Career Education

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Office of Teaching and Learning

SPARTAN MISSION:

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DEPARTMENT: Business

COURSE: Entrepreneurship

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

Time Frame	1 Week (5 blocks)
Topic	
Risk Management	
Alignment to Standards	

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9.3.12.BM.1 Utilize mathematical concepts, skills and problem solving to obtain necessary information for decision-making in business.

9.3.12.BM-OP.3 Apply inventory tracking systems to facilitate operational controls.

9.3.12.BM.2 Describe laws, rules and regulations as they apply to effective business operations.

9.3.12.BM.3 Explore, develop and apply strategies for ensuring a successful business career.

9.3.12.FN-ACT.1 Describe and follow laws and regulations to manage accounting operations and transactions.

9.3.12.FN-ACT.2 Utilize accounting tools, strategies and systems to plan, monitor, manage and maintain the use of financial resources.

9.3.12.FN-ACT.3 Process, evaluate and disseminate financial information to assist business decision making.

9.3.12.FN.11 Plan, monitor and manage day-to-day activities required to sustain continued business functioning.

9.3.12.FN.12 Access, evaluate and disseminate financial information to enhance financial decision-making processes.

9.3.12.FN.2 Utilize tools, strategies and systems to plan, monitor, manage and maintain the use of financial resources.

9.3.12.FN.8 Describe and follow laws, regulations and ethical standards that affect finance operations and transactions.

9.3.12.FN.9 Plan, manage and maintain the use of financial resources to protect solvency.

9.3.12.FN.14 Employ financial risk-management strategies and techniques used to minimize business loss.

9.3.12.FN-BF.1 Describe and follow laws and regulations to manage business operations and transactions in corporate finance.

9.3.12.FN-BF.2 Manage the use of financial resources to ensure business stability.

9.3.12.FN-BF.4 Employ risk-management strategies and techniques in corporate finance to minimize business loss.

Learning Objectives and Activities

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SWBAT answer the following questions:

- What types of risk do businesses face, and how can they deal with those risks?
- What is an insurable risk, and what types of insurance protect against these risks?
- What are some hidden risks that could negatively impact a business?

SWBAT demonstrate understanding of the following:

- Explain how business owners can identify and deal with risks.
- Discuss types of theft and security precautions to take to protect your business.
- Classify risks faced by business owners.
- Explain why some business risks are uninsurable.
- Determine the different types of insurance you need for your business.
- Explain how to approach an insurance purchase.
- Identify risks associated with credit.
- Explain how to manage risks at work.
- Describe strategies to reduce the risks of doing business internationally.

Learning Activities:

- Terms Review
- Ideas in Action Making Friends is Her Business p347
- Develop Your Reading Skills. p349
- Famous Entrepreneur p368
- Did You Know? P355
- Be Your Own Boss p352
- Sharpen Your 21st Century Entrepreneurial Skills Respect Cultural Diversity p371

Assessments

Formative:

- Classwork and Groupwork
- Teacher Observation
- What Went Wrong? p359
- What Would You Do? p375
- Formative Assessment (Checkpoint) p353, 360, 370

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COURSE: Entrepreneurship

Summative:

- Quizzes
- Chapter 12 Test

Alternative:

- Virtual Business - Assess concepts using Virtual Business, Entrepreneurship online simulation
- Build Your Business Plan Project
- Work-Based Learning (implemented through CTE Student-Learning Plan)

Interdisciplinary Connections

Math:

N-Q.1: Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.

N-Q.3: Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

ELA:

NJSLSA.R7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RST.11-12.3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

RST.11-12.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.

RST.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

RST.11-12.9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

WHST.11-12.7. 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,

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COURSE: Entrepreneurship

demonstrating an understanding of the subject under investigation.

W.9-10.1: When students are justifying their reasoning on short answer and extended constructed response questions they write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Career Readiness, Life Literacies, and Key Skills

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.

9.1.5. EG.5: Identify sources of consumer protection and assistance.

9.1.5.FI.1: Identify various types of financial institutions and the services they offer including banks, credit unions, and credit card companies.

9.1.5.FP.1: Illustrate the impact of financial traits on financial decisions.

9.1.5.FP.2: Identify the elements of being a good steward of money

9.1.5.FP.3: Analyze how spending choices and decision-making can result in positive or negative consequences

9.1.5.RMI.1: Identify risks that individuals and households face.

9.1.5.RMI.2: Justify reasons to have insurance.

9.1.8.CR.4: Examine the implications of legal and ethical behaviors when making financial decisions.

9.1.8.EG.9: Identify types of consumer fraud, the procedures for reporting fraud, the specific consumer protection laws, and the issues they address

9.1.8.FI.4: Analyze the interest rates and fees associated with financial products.

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives

9.4.2.CI.2: Demonstrate originality and inventiveness in work

Technology Integration

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COURSE: Entrepreneurship

9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).

9.4.2.TL.2: Create a document using a word processing application.

9.4.2.TL.3: Enter information into a spreadsheet and sort the information.

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Career Education

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COURSE: Entrepreneurship

CRP1. Act as a responsible and contributing citizen and employee.
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CRP4. Communicate clearly and effectively and with reason.
CRP5. Consider the environmental, social and economic impacts of decisions.
CRP6. Demonstrate creativity and innovation.
CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9. Model integrity, ethical leadership and effective management.
CRP10. Plan education and career paths aligned to personal goals.
CRP11. Use technology to enhance productivity.
CRP12. Work productively in teams while using cultural global competence.

Time Frame	1 week (5 Blocks), 2.5 weeks (12 Blocks), 2.5 weeks (12 Blocks)
Topic	
Management for the Future, Work-Based Learning, and Capstone	
Alignment to Standards	

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DEPARTMENT: Business

COURSE: Entrepreneurship

9.3.12.BM.1 Utilize mathematical concepts, skills and problem solving to obtain necessary information for decision-making in business.

9.3.12.BM.2 Describe laws, rules and regulations as they apply to effective business operations.

9.3.12.BM.3 Explore, develop and apply strategies for ensuring a successful business career.

9.3.12.BM.4 Identify, demonstrate and implement solutions in managing effective business customer relationships.

9.3.12.BM.5 Implement systems, strategies and techniques used to manage information in a business.

9.3.12.BM.6 Implement, monitor and evaluate business processes to ensure efficiency and quality results.

9.3.12.BM-MGT.3 Apply economic concepts fundamental to global business operations.

9.3.12.BM.1 Utilize mathematical concepts, skills and problem solving to obtain necessary information for decision-making in business.

9.3.12.BM-OP.3 Apply inventory tracking systems to facilitate operational controls.

9.3.12.BM.2 Describe laws, rules and regulations as they apply to effective business operations.

9.3.12.BM.3 Explore, develop and apply strategies for ensuring a successful business career.

9.3.12.BM-ADM.1 Plan, staff, lead and organize human resources to enhance employee productivity and satisfaction.

9.3.12.BM-ADM.2 Access, evaluate and disseminate information for business decision making.

9.3.12.BM-ADM.3 Plan, monitor and manage day-to-day business activities.

9.3.12.FN-ACT.1 Describe and follow laws and regulations to manage accounting operations and transactions.

9.3.12.FN-ACT.2 Utilize accounting tools, strategies and systems to plan, monitor, manage and maintain the use of financial resources.

9.3.12.FN-ACT.3 Process, evaluate and disseminate financial information to assist business decision making.

9.3.12.FN.11 Plan, monitor and manage day-to-day activities required to sustain continued business functioning.

9.3.12.FN.12 Access, evaluate and disseminate financial information to enhance financial decision-making processes.

9.3.12.FN.1 Utilize mathematical concepts, skills and problem solving to obtain necessary information for decision making in the finance industry.

9.3.12.FN.2 Utilize tools, strategies and systems to plan, monitor, manage and maintain the use of financial resources.

9.3.12.FN.8 Describe and follow laws, regulations and ethical standards that affect finance operations and transactions.

9.3.12.FN.9 Plan, manage and maintain the use of financial resources to protect solvency.

9.3.12.FN.14 Employ financial risk-management strategies and techniques used to minimize business loss.

9.3.12.FN-BF.1 Describe and follow laws and regulations to manage business operations and transactions in corporate finance.

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DEPARTMENT: Business

COURSE: Entrepreneurship

9.3.12.FN-BF.2 Manage the use of financial resources to ensure business stability.
9.3.12.FN-BF.4 Employ risk-management strategies and techniques in corporate finance to minimize business loss.
9.3.12.BM-BIM.1 Describe and follow laws and regulations affecting business operations and transactions.
9.3.12.BM-BIM.2 Plan, monitor, manage and maintain the use of financial resources to ensure a business's financial wellbeing.
9.3.12.BM-BIM.3 Access, evaluate and disseminate information for business decision making.
9.3.12.BM-BIM.4 Plan, monitor and manage day-to-day business activities to sustain continued business functioning.
9.3.12.BM-BIM.5 Plan, organize and manage an organization/department to achieve business goals.

Learning Objectives and Activities

SWBAT answer the following questions:

- How can a business owner expand the business and maintain a presence in the market?
- Why is it important for an entrepreneur to be ethical, socially, and environmentally responsible?
- What should an entrepreneur know and do before expanding globally?
- How can I demonstrate career ready practices?
- What is a work-based learning experience?

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COURSE: Entrepreneurship

- What is a Student Learning Plan?
- How is my past coursework linked to my work-based learning experience?

SWBAT demonstrate understanding of the following:

- Discuss factors to consider when expanding a business.
- List and describe product life cycle stages and steps involved in product development.
- Define ethics.
- Recognize the need for ethical practices in business.
- Discuss an entrepreneur's social responsibilities.
- List ways to meet a business's environmental responsibilities.
- Discuss the reasons and methods for participating in the global economy.
- Determine whether international business is right for you.
- Identify trade regulations that affect international business.
- Discuss and analyze work-based learning student learning plan.
- Develop a professional network.

Learning Activities:

- Terms Review
- Ideas in Action Finding Success by Helping Others p379
- Develop Your Reading Skills. p381
- Famous Entrepreneur p401
- Did You Know? P393
- Be Your Own Boss p399
- Sharpen Your 21st Century Entrepreneurial Skills Time Management p403

Assessments

Formative:

- Classwork and Groupwork
- Teacher Observation
- What Went Wrong? p382
- What Would You Do? p407
- Formative Assessment (Checkpoint) p387, 395, 402

Summative:

- Quizzes
- Chapter 13 Test

Alternative:

- Virtual Business - Assess concepts using Virtual Business, Entrepreneurship online simulation
- Build Your Business Plan Project (Capstone)

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COURSE: Entrepreneurship

- Work-Based Learning (implemented through CTE Student-Learning Plan) (10 blocks)

Interdisciplinary Connections

Math:

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RST.11-12.3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

RST.11-12.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.

RST.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

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NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

WHST.11-12.7. 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 an understanding of the subject under investigation.

W.9-10.1: When students are justifying their reasoning on short answer and extended constructed response questions they write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Career Readiness, Life Literacies, and Key Skills

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COURSE: Entrepreneurship

- 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.4: Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.
- 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.8: Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.
- 9.2.12.CAP.9: Locate information on working papers, what is required to obtain them, and who must sign them.
- 9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.
- 9.1.5.EG.3: Explain the impact of the economic system on one's personal financial goals.
- 9.1.5. EG.4: Describe how an individual's financial decisions affect society and contribute to the overall economy
- 9.1.5.FP.1: Illustrate the impact of financial traits on financial decisions.
- 9.1.5.FP.2: Identify the elements of being a good steward of money
- 9.1.5.FP.3: Analyze how spending choices and decision-making can result in positive or negative consequences
- 9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.
- 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.
- 9.1.8.CR.3: Relate the importance of consumer, business, and government responsibility to the economy and personal finance.
- 9.1.8.CR.4: Examine the implications of legal and ethical behaviors when making

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COURSE: Entrepreneurship

financial decisions.

9.1.8.EG.4: Identify and explain the consequences of breaking federal and/or state employment or financial laws.

9.1.8.EG.5: Interpret how changing economic and societal needs influence employment trends and future education.

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.

9.1.8.EG.7: Explain the effect of the economy (e.g., inflation, unemployment) on personal income, individual and family security, and consumer decisions.

9.1.8.EG.8: Analyze the impact of currency rates over a period of time and the impact on trade, employment, and income.

9.1.8.EG.9: Identify types of consumer fraud, the procedures for reporting fraud, the specific consumer protection laws, and the issues they address

9.1.8.FI.1: Identify the factors to consider when selecting various financial service providers.

9.1.8.FI.4: Analyze the interest rates and fees associated with financial products.

9.1.8.FP.1: Describe the impact of personal values on various financial scenarios.

9.1.8.FP.2: Evaluate the role of emotions, attitudes, and behavior (rational and irrational) in making financial decisions.

9.1.8.FP.3: Explain how self-regulation is important to managing money (e.g., delayed gratification, impulse buying, peer pressure,

etc.). 9.1.8.FP.4: Analyze how familial and cultural values influence savings rates, spending, and other financial decisions.

9.1.8.FP.5: Determine how spending, investing, and using credit wisely contributes to financial well-being

9.1.12.EG.1: Review the tax rates on different sources of income and on different types of products and services purchased.

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.5: Relate a country's economic system of production and

consumption to building personal wealth, the mindset of social comparison, and achieving societal responsibilities.

9.2.5.CAP.5: Identify various employee benefits, including income, medical, vacation time, and lifestyle benefits provided by different types of jobs and careers

9.2.8.CAP.11: Analyze potential career opportunities by considering different types of resources, including occupation databases, and state and national labor market statistics.

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COURSE: Entrepreneurship

9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.

9.2.8.CAP.13: Compare employee benefits when evaluating employment interests and explain the possible impact on personal finances.

9.2.8.CAP.14: Evaluate sources of income and alternative resources to accurately compare employment options.

9.2.8.CAP.15: Present how the demand for certain skills, the job market, and credentials can determine an individual's earning power.

9.2.8.CAP.16: Research different ways workers/ employees improve their earning power through education and the acquisition of new knowledge and skills.

9.2.8.CAP.17: Prepare a sample resume and cover letter as part of an application process.

9.2.8.CAP.18: Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process.

9.2.8.CAP.19: Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability and to potential level

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives

9.4.2.CI.2: Demonstrate originality and inventiveness in work

9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition

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

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources

Technology Integration

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DEPARTMENT: Business

COURSE: Entrepreneurship

9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).

9.4.2.TL.2: Create a document using a word processing application.

9.4.2.TL.3: Enter information into a spreadsheet and sort the information.

9.4.2.TL.4: Navigate a virtual space to build context and describe the visual content. •

9.4.2.TL.5: Describe the difference between real and virtual experiences.

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9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts

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- Students will use internet based game sites such as Quizizz, Kahoot, and Quizlet live to reflect on their learning progress.
- Additional resources and extension activities will be posted on Google Classroom in order to encourage students to reflect on their learning and expand on their knowledge.
- Students will use Google Sites to curate a portfolio demonstrating their learning, growth, and reflection throughout the course and work-based learning; culminating in a comprehensive business plan presented as the course capstone.
- Students will use technological resources to develop a comprehensive business plan to solve an existing or anticipated problem with the creation of a product or service.
- Students will constantly reflect and analyze the ethical implications of their chosen business.
- Students will be introduced and utilize industry proprietary productivity software dependent on their work-based learning site.

Career Education

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Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT: Business

COURSE: Entrepreneurship

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

Modifications (ELL, Special Education, At Risk Students, Gifted & Talented, & 504 Plans)

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ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers.

Supports for Students With IEPs:

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

At-Risk Students:

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)

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- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts.

Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

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