

SPRINGFIELD PUBLIC SCHOOLS
ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Springfield Public Schools
Springfield, New Jersey 07081

Business Management
Grades 10-12

Curriculum Guide

2025

This curriculum may be modified through varying materials, techniques, and strategies as per an individual student's IEP.

Springfield Board of Education
Approved August 25, 2025

EXTRACT OF THE MINUTES OF A MEETING OF
THE BOARD OF EDUCATION OF
THE TOWNSHIP OF SPRINGFIELD
COUNTY OF UNION, NEW JERSEY
AS RECORDED IN THE OFFICIAL MINUTE BOOK

Resolution: 21
Introduced By: Mrs. Turnbull
Seconded By: Mrs. Murphy
Adopted: August 25, 2025

Curriculum Update

To approve the following curriculum revisions:

a. Elementary School Level
   1. Grade K Art
   2. Grade 1 Music
   3. Grade 2 Music
   4. Grade 4 Art
   5. Grade 4 Instrumental Music
   6. Grade 4 Vocal/General Music
   7. Gifted & Talented through Art K-5

b. Middle School Level
   1. Concert Choir Gr. 6-8
   2. Concert Band Gr. 6-8
   3. Grade 7 Art (Ceramics)
   4. Grade 7-Art Lab Maker Space
   5. Grade 6 Accelerated Math
   6. Math Lab Grades 6, 7, & 8

c. High School
   1. Advanced Ceramics and 3D Forms
   2. Advanced TV Production
   3. Animation *(New)*
   4. AP Environmental Science
   5. Bake Shop I
   6. Bake Shop II
   7. Business Law
   8. Business Management
   9. Dance I
   10. Dance II
   11. Digital Photography

(continued)

12. Drawing and Painting
13. Foundations in Crafts
14. History of Pop Culture *(New)*
15. Introduction to Graphic Design
16. Introduction to Television
17. JDHS Beginning String Ensemble
18. Multimedia Storytelling *(New)*

I, Michelle Calas, School Business Administrator/ Board Secretary of the Springfield Board of Education, hereby certify that the extract from the minutes of a meeting of the Board of Education duly called and held on August 25, 2025 has been compared by me with the original minute book of said Board of Education, and is a true, complete and exact copy thereof, as far as the same relates to the subject matter to on said extract.

In WITNESS THEREOF, I have hereunto set my hand and seal of the Springfield Board of Education, this 26th day of August 2025.

SEAL

Michelle Calas
School Business Administrator/ Board Secretary

Springfield Public Schools
Springfield, New Jersey

Rachel Goldberg
Superintendent of Schools

Erica Scudero
Assistant Superintendent

Curriculum Developed By:

Norman Francis Jr., Ed. D. ~ Principal

Ashley Bauers~ Coordinator of Visual, Performing & Practical Arts

Erica Moore ~ Business Education Teacher

Introduction

This template is the product of an initiative led by the New Jersey Department of Education, Office of Academic Standards, in partnership with the New Jersey Association for Supervision and Curriculum Development (NJASCD) and the New Jersey Principals and Supervisors Association (NJPSA). The project was undertaken with the assistance of New Jersey content area supervisors, curriculum coordinators, and teachers during spring-summer 2009. The goal of the project was to design exemplar unit plans and accompanying lesson plans aligned with the New Jersey Student Learning Standards that may be used by districts as models for the development of local curricula.

The Unit Overview Template, which follows, is a tool that can help districts define one unit plan of several that comprise a specific course in the curriculum for any content area. It is designed, once completed, to summarize the content and objectives for the unit, outline lessons and assessments that support the unit, and provide links to documents that facilitate delivery of the unit, such as student materials, background information, resources, and performance rubrics. To see how the units fit together in the design of a course, see the Curriculum Design Template included at the end of this document.

Seven content area Unit Overviews were created as part of the project to serve as exemplar unit plans that are aligned with the New Jersey Student Learning Standards and that assist in achieving the goal of engaging students, fostering achievement, and cultivating 21st century global skills. The units stress the integration of 21st century themes and skills, global perspectives, technology, and cross-curricular connections.

We encourage districts to use the exemplars in conjunction with the curriculum development tools and templates that emanated from this project as models for teaching and learning based on the New Jersey Student Learning Standards.



Unit 1 Overview Template					
Content Area:	Business	**Grade Level:**	10-12	**Unit Title:**	Entrepreneurial Characteristics and Skills

Unit Summary: Students will develop an understanding of how entrepreneurs are different from employees and the different characteristics and skills of successful entrepreneurs. Students will recognize the different types of businesses and the important business transactions involved, along with the importance of decision-making and problem-solving.

Primary Interdisciplinary Connections: Career Education, Language Arts, Mathematics, Technology

21st Century Themes ☐ Creativity and Innovation ☑ Critical Thinking and Problem Solving ☐ ICT Literacy ☑ Information Literacy ☑ Life and Career Skills ☑ Communication and Collaboration ☐ Media Literacy

Unit Rationale:	This unit will describe the business decisions that impact consumers, the people who use goods and services, and decide which goods and services to offer. This unit will provide students to see all the potential small business opportunities for the present day and the future, and the importance of entrepreneurial skills. They will understand that writing, speaking, listenin,g and problem solving are major aspects of business.

Career Readiness: 9.2, 9.4

Learning Targets	
Standards:	9.1, 9.3, SEL.PK-12.1, SEL.PK-12.2, SEL.PK-12.4, RL.CI, MA.A.CED
Content Statements:	Core Idea: There are different ways you can influence government policy to improve your financial situation. Core Idea: Biological behavioral biases, psychology, and unconscious beliefs affect financial decision-making. Business Management and Administration Career Cluster Core Idea: An individual's income and benefit needs and financial plan can change over time. Core Idea: There are ways to assess a business's feasibility and risk and to align it with an individual's financial goals. Core Idea: With a growth mindset, failure is an important part of success. Core Idea: Innovative ideas or innovation can lead to career opportunities. Core Idea: Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed. Core Idea: Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another's original works without permission or appropriate credit. Core Idea: Laws govern many aspects of computing, such as privacy, data, property, information, and identity. These laws can have beneficial and

	harmful effects, such as expediting or delaying advancements in computing and protecting or infringing upon people's rights. Core Idea: Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform decision-making. Core Idea: Digital tools such as artificial intelligence, image enhancement and analysis, and sophisticated computer modeling and simulation create new types of information that may have profound effects on society. These new types of information must be evaluated carefully. Core Idea: Media have embedded values and points of view. Core Idea: Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task. Core Idea: Accurate information may help in making valuable and ethical choices. SEL.PK-12.1: Self-Awareness SEL.PK-12.2: Self-Management SEL.PK-12.4: Responsible Decision-Making RI.CI. - Reading Domain Creating Equations
CPI#:	**Cumulative Progress Indicator (CPI):**
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.
9.1.12.FP.3	Relate the concept of delayed gratification (i.e., psychological distance) to meeting financial goals, investing, and building wealth over time.
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.
9.2.12.CAP.13	Analyze how the economic, social, and political conditions of a time period can affect the labor market
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.

9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
9.4.12.CT.3	Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).
9.4.12.CT.4	Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.
9.4.12.DC.1	Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).
9.4.12.DC.2	Compare and contrast international differences in copyright laws and ethics.
9.4.12.DC.3	Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).
9.4.12.IML.1	Compare search browsers and recognize features that allow for filtering of information.
9.4.12.IML.3	Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8)
9.4.12.IML.4	Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4).
9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations (e.g., 7.1.AL.IPRET.6).
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific 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.IML.7	Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change.
SEL.PK.12.1.3	Recognize one's personal traits, strengths, and limitations.
SEL.PK.12.2.2	Recognize the skills needed to establish and achieve personal and educational goals.
SEL.PK.12.4.1	Develop, implement and model effective problem solving and critical thinking skills.
RI.CI.11–12.2	Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they

	interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.
MA.A-CED.A.1	Create equations and inequalities in one variable and use them to solve problems.
MA.A-CED.A.4	Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations.

Unit Essential Questions:

- What is an entrepreneur?
- What are the types of entrepreneurial businesses?
- What is the history of entrepreneurs in the United States?
- How do you know if entrepreneurship is right for you?
- How do you identify business opportunities and set goals?
- Calculate sales tax, sales slips, interest rates, markups, markdowns, discounts, and manage a cash drawer?
- What are the steps to individual and group problem solving?
- How does brainstorming and consensus-based decision making work for groups?

Unit Enduring Understandings:

- Define and learn about entrepreneurship in history.
- Identify the impact of entrepreneurs and small business today
- Recognize different businesses you could start
- Assess whether you have what it takes to succeed in your own business
- Identify your own personal goals
- Develop good skills for writing, speaking, and listening
- Use basic math skills in business
- Complete sales transactions
- Use the six-step problem-solving model and recognize the importance of group decision-making

Unit Learning Targets:

- Learn about entrepreneurship in history
- Identify the impact of entrepreneurs and small businesses today
- Identify the characteristics of successful entrepreneurs
- Assess whether you have what it takes to succeed in your own business
- Develop good skills for writing, speaking, and listening
- Use basic math skills in business
- Learn to recognize and use the problem-solving model and the importance of group decision-making

Evidence of Learning	
Summative Assessment:	8 days
Equipment Needed:	Teacher laptop, Student iPads, Projector, Internet Access
Teacher Resources:	Textbook: Business Management, South-Western 2002 Notes for Chapter 1 and 2 Workbook Worksheets

Formative Assessments:

- Workbook/classwork assignments
- Participation in groups
- Chapter tests

Lesson Plans	
Lesson	**Time Frame**
Lesson 1 Could You Be an Entrepreneur?	2 days
Lesson 2 Business Ethics	2 days
Lesson 3 Functions of Management	4 days

Teacher Notes:

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

- http://www.practicalmoneyskills.com
- http://www.financeintheclassroom.org
- http://www.hsfpp.org
- http://www.finance.glencoe.com
- http://www.self-directed-search.com
- https://www.entrepreneur.com/article/246454
- http://highered.mheducation.com/sites/0072836474/student_view0/chapter1/multiple_choice_quiz.html
- http://smallbusiness.chron.com/five-functions-management-leading-56418.html



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Unit 1 Lesson Plan 1 Template			
Content Area: Business	Lesson Title: Could You Be An Entrepreneur?	Time Frame: 2 days	

Lesson Components

21st Century Themes

☐ Global Awareness ☑ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☑ Creativity and Innovation ☑ Critical Thinking and Problem Solving ☑ Information Literacy
☑ Life and Career Skills ☑ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Language Arts, Mathematics

Integration of Technology: Students will access the website http://www.self-directed-search.com and take the self-assessment test.

Equipment Needed: Laptops, iPads, Projector/SmartTV, Internet Access, Microsoft PowerPoint/ GoogleSlides

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Define the characteristics of an entrepreneur. • Compare/contrast the different types of businesses an entrepreneur can start. • Identify personal strengths, weaknesses, and career interests. • Identify the advantages and disadvantages of being an entrepreneur.	Lesson Sequence 1. In groups, students will identify and discuss characteristics of an entrepreneur and the different types of businesses an entrepreneur can start and/or run. 2. The groups will then compare their findings with the rest of the class. 3. Students will access the website http://www.self-directed-search.com and take the self-assessment test. 4. Students will share with the class what career areas their self-assessment suggested and whether or not it has the potential to be an entrepreneurship.	• Students will be assessed based on their participation in the group discussion. • Students will be assessed based on the completion of the online self-assessment test. • Students will be assessed based on their participation in the class discussion about their assessment findings.

Differentiation: Flexible grouping; Mini workshops to re-teach or extend skills; Open-ended activities; Collaboration of various activities; Alternative assessments; Guided reading; Multiple texts

Resources Provided:

- Textbook: Business Management, South-Western 2002
- Workbook Worksheets
- Website: http://www.hsfpp.org/student
  http://www.self-directed-search.com
  https://www.entrepreneur.com/article/246454
  https://www.whatisacareer.com/could-you-be-an-entrepreneur/
- Teacher Chapter 1 Notes



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Unit 1 Lesson Plan 2 Template		
Content Area: Business	Lesson Title: Business Ethics	Time Frame: 2 days

Lesson Components

21st Century Themes

☐ Global Awareness ☑ Financial, Economic, Business and Entrepreneurial Literacy

☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☑ Creativity and Innovation ☑ Critical Thinking and Problem Solving ☑ Information Literacy

☑ Life and Career Skills ☑ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Language Arts, Mathematics

Integration of Technology: Students will access the various Code of Conduct and Business Ethics digital quizzes, to decide what kind of conduct is in a company's best interest

Equipment Needed: Laptops, iPads, Projector/SmartTV, Internet Access, Microsoft PowerPoint/GoogleSlides

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Analyze various business ethics scenarios. • Explain and apply the steps for making ethical decisions. • Discuss and explain the reasoning behind their choices for each ethical situation.	Lesson Sequence 1. Students will be divided into groups; each group of students will be provided with scenarios to read and discuss. 2. Students will be instructed to follow the steps for making ethical decisions. Each group selects a feasible alternative. 3. Each group will discuss their reasoning for selecting that alternative with the class. 4. Other groups will be encouraged to challenge the decision and give appropriate feedback.	• Students will be assessed based on their participation in the group discussion. • Students will be assessed based on the completion of the ethical scenarios worksheets. • Students will be assessed based on their participation in the class discussion and their reasoning of scenarios.

Differentiation: Flexible grouping; Mini workshops to re-teach or extend skills; Open-ended activities; Collaboration of various activities; Alternative assessments; Guided reading; Multiple texts

Resources Provided:

- Textbook: Business Management, South-Western 2002
- Workbook Worksheets
- Microsoft PowerPoint/GoogleSlides

- Website: http://www.hsfpp.org/student
  https://www.proprofs.com/quiz-school/topic/business-ethics
  http://highered.mheducation.com/sites/0072836474/student_view0/chapter1/multiple_choice_quiz.html
- Teacher Chapter 1 Notes



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Unit 1 Lesson Plan 3 Template			
Content Area: Business	Lesson Title: Functions of Management	Time Frame: 4 days	
Lesson Components			
21st Century Themes			
☐ Global Awareness	☑ Financial, Economic, Business and Entrepreneurial Literacy		
☐ Civic Literacy	☐ Health Literacy		
21st Century Skills			
☑ Creativity and Innovation	☑ Critical Thinking and Problem Solving	☑ Information Literacy	
☑ Life and Career Skills	☑ Communication and Collaboration	☐ Media Literacy	☐ ICT Literacy
Interdisciplinary Connections: Language Arts, Mathematics			
Integration of Technology: Students will access the "Four Functions of Management" video on the functions of management.			
Equipment Needed: Laptops, iPads, Projector/SmartTV, Internet Access, Microsoft PowerPoint/GoogleSlides			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Define the management functions (Plan, Organize, Direct, Control). • Compare/contrast the different types of businesses an entrepreneur can start. • Identify personal strengths, weaknesses, and career interests. • Identify the advantages and disadvantages of being an entrepreneur.	Lesson Sequence 1. Students will view a study.com video on the functions of management 2. Students will use the functions of management to help build and put on an event. 3. Students will decide upon a charity, which the proceeds will go to, then create an idea to help raise money for that cause.	• Students will be assessed based on class participation. • Students will be assessed through teacher-led questioning. • Students will be assessed based on using all functions of management to plan the fundraising event.
Differentiation: Flexible grouping; Mini workshops to re-teach or extend skills; Open-ended activities; Collaboration of various activities; Alternative assessments; Guided reading; Multiple texts		
Resources Provided: • Textbook: Business Management, South-Western 2002 • Workbook • Microsoft PowerPoint/GoogleSlides • Website: http://www.hsfpp.org/student		

http://study.com/academy/lesson/four-functions-of-management-planning-organizing-leading-controlling.html
http://smallbusiness.chron.com/five-functions-management-leading-56418.html

- Teacher Chapter 2 Notes



Unit 1 Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson ***Strongly, Moderately*** or ***Weakly*** meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging **Strongly** and require higher order thinking and problem solving skills	X		
Allow for student choice		X	
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives		X	
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process		X	
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area:	Business	**Grade Level:**	10-12	**Unit Title:**	Entrepreneurial Characteristics and Skills
Created:	Erica Moore	**Board Approved on:**	Type Here		

Unit 2 Overview Template					
Content Area:	Business	**Grade Level:**	10-12	**Unit Title:**	Business Ownership

Unit Summary: Sole proprietorships, partnerships, and corporations are the most common forms of business organizations. Service companies, manufacturers, and merchandisers are the three most common types of businesses. There are many career opportunities within all functions of business.

Primary Interdisciplinary Connections: Career Education, Language Arts, Mathematics, Technology

21st Century Themes ☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ ICT Literacy ☐ Information Literacy ☑ Life and Career Skills ☑ Communication and Collaboration ☐ Media Literacy

Unit Rationale: There are advantages and disadvantages to the various ways to acquire and run a business. Students will understand that there are three primary ways to organize a U.S. business, including other organizations such as cooperatives, franchises, and non-profit organizations.

Career Readiness: 9.2, 9.4

Learning Targets	
Standards:	9.1, 9.3, SEL.PK-12.1, SEL.PK-12.2, SEL.PK-12.4, RI.CI, MA.A.CED
Content Statements:	Core Idea: There are different ways you can influence government policy to improve your financial situation. Core Idea: Biological behavioral biases, psychology, and unconscious beliefs affect financial decision-making. Business Management and Administration Career Cluster Core Idea: An individual's income and benefit needs and financial plan can change over time. Core Idea: There are ways to assess a business's feasibility and risk and to align it with an individual's financial goals. Core Idea: With a growth mindset, failure is an important part of success. Core Idea: Innovative ideas or innovation can lead to career opportunities. Core Idea: Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed. Core Idea: Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another's original works without permission or appropriate credit. Core Idea: Laws govern many aspects of computing, such as privacy, data, property, information, and identity. These laws can have beneficial and harmful effects, such as expediting or delaying advancements in computing and protecting or infringing upon people's rights. Core Idea: Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the

	expertise of sources to answer questions, solve problems, and inform the decision-making. Core Idea: Digital tools such as artificial intelligence, image enhancement and analysis, and sophisticated computer modeling and simulation create new types of information that may have profound effects on society. These new types of information must be evaluated carefully. Core Idea: Media have embedded values and points of view. Core Idea: Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task. Core Idea: Accurate information may help in making valuable and ethical choices. SEL.PK-12.1: Self-Awareness SEL.PK-12.2: Self-Management SEL.PK-12.4: Responsible Decision-Making Reading Domain Creating Equations
CPI#:	**Cumulative Progress Indicator (CPI):**
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9.1.12.EG.5	Relate a country's economic system of production and consumption to building personal wealth, the mindset of social comparison, and achieving societal responsibilities.
9.1.12.FP.3	Relate the concept of delayed gratification (i.e., psychological distance) to meeting financial goals, investing and building wealth over time.
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.
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9.2.12.CAP.21	Explain low-cost and low-risk ways to start a business.
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9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).

9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
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SEL.PK.12.2.2	Recognize the skills needed to establish and achieve personal and educational goals.
SEL.PK.12.4.1	Develop, implement and model effective problem solving and critical thinking skills.
RI.CI.11–12.2	Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.
MA.A-CED.A.1	Create equations and inequalities in one variable and use them to solve problems.

MA.A-CED.A.4	Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations.

Unit Essential Questions:

- What different types of business can you identify locally, nationally, and globally?
- How are businesses formed?
- What are the advantages and disadvantages of different forms of business?
- What are the steps to purchasing a business?
- Can you describe the different forms of business arrangements? (sole proprietorship, partnership, corporation)

Unit Enduring Understandings:

- Define and learn the different common forms of business.
- Differentiate between the advantages and disadvantages of forms of businesses.
- Identify and research the various forms of businesses.

Unit Learning Targets:

- Name the common forms of business and describe the advantages and disadvantages of each.
- Compare and contrast cooperatives and franchises.
- Describe the differences between profit and nonprofit companies.



Evidence of Learning	
Summative Assessment:	12 days
Equipment Needed:	Teacher laptop, Student iPads, Projector, Internet Access
Teacher Resources:	Textbook: Business Management, South-Western 2002 Notes for Chapter 3 and Chapter 4 Workbook Worksheets

Formative Assessments:

- Workbook/classwork assignments
- Teacher lead questioning
- Participation in groups

Lesson Plans	
Lesson	**Time Frame**
Lesson 1 Types of Ownership	4 days
Lesson 2 Sales Transactions	4 days
Lesson 3 Supply and Demand	4 days

Teacher Notes:

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

http://www.practicalmoneyskills.com
http://www.financeintheclassroom.org
http://www.hsfpp.org
https://www.slideshare.net/amckean/types-of-business-ownership-31220433
http://smallbusiness.chron.com/process-sales-transaction-42715.html
http://serc.carleton.edu/sp/library/coached_problems/examples/48607.html
https://www.brainpop.com/math/dataanalysis/supplyanddemand/
https://www.proprofs.com/quiz-school/story.php?title=supply-and-demand-practice-quiz



SPRINGFIELD PUBLIC SCHOOLS
ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Unit 2 Lesson Plan 1 Template					
Content Area:	Business	Lesson Title:	Business Ownership	Time Frame:	2 days

Lesson Components

21st Century Themes

☐ Global Awareness ☑ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☑ Creativity and Innovation ☑ Critical Thinking and Problem Solving ☑ Information Literacy
☑ Life and Career Skills ☑ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Language Arts, Mathematics

Integration of Technology: Students will perform research on the Internet and use their iPads to access a variety of websites about business ownership.

Equipment Needed: Laptops, iPads, Projector/SmartTV, Internet Access, Microsoft PowerPoint/GoogleSlides

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Examine reasons to become a business owner. • Summarize the advantages and disadvantages of each type of ownership. • Development of knowledge of the various types of business ownership.	Lesson Sequence 1. Students will be asked to brainstorm ideas and forms of business ownership. 2. Using Microsoft PowerPoint/Google Slides, the teacher will introduce the different types of business ownership. 3. Students will research a business and complete an ownership worksheet.	• Students will be assessed based on class participation. • Students will be assessed through teacher-led questioning. • Students will be assessed based on completion of the ownership research worksheet.

Differentiation: Flexible grouping; Mini workshops to re-teach or extend skills; Open-ended activities; Collaboration of various activities; Alternative assessments; Guided reading; Multiple texts

Resources Provided:

- Textbook: Business Management, South-Western 2002
- Workbook Worksheets
- Microsoft PowerPoint/Google Slides
- Website:
  http://oneal.research.ucf.edu/Class/GEB5516_4152/Business%20Structure/Business%20Formation-Ownership%20Structures.pdf
  https://www.livecareer.com/quintessential/business-plan-tutorial/business-ownership
  https://www.slideshare.net/amckean/types-of-business-ownership-31220433
- Teacher Chapter 3 Notes



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Unit 2 Lesson Plan 2 Template			
Content Area: Business	Lesson Title: Sales Transactions	Time Frame: 4 days	

Lesson Components

21st Century Themes

☐ Global Awareness ☑ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☑ Creativity and Innovation ☑ Critical Thinking and Problem Solving ☑ Information Literacy
☑ Life and Career Skills ☑ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Language Arts, Mathematics

Integration of Technology: Students will access the Internet, Microsoft Excel/GoogleSheets and Microsoft PowerPoint/GoogleSlides.

Equipment Needed: Laptops, iPads, Projector/SmartTV, Internet Access, Microsoft PowerPoint/GoogleSlides

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Explain how to calculate item cost. • Demonstrate how to calculate sales tax. • Explain how markups and markdowns are calculated. • Demonstrate how to project sales.	Lesson Sequence 1. Class will discuss the importance of math skills for an Entrepreneur. 2. Teacher will introduce the different math formulas used in business. 3. Teacher will lead the students through sample math problems. 4. Teacher will guide students through setting up an Excel Spreadsheet to calculate formulas.	• Students will be assessed based on their participation in the group discussion. • Students will be assessed based on class participation. • Students will be assessed based on their workbook assignment. • Students will be assessed based on their participation in the class discussion about their assessment findings.

Differentiation: Flexible grouping; Mini workshops to re-teach or extend skills; Open-ended activities; Collaboration of various activities; Alternative assessments; Guided reading; Multiple texts

Resources Provided:

- Textbook: Business Management, South-Western 2002
- Workbook Worksheets
- Microsoft PowerPoint/Google Slides
- Website: http://smallbusiness.chron.com/process-sales-transaction-42715.html
  http://serc.carleton.edu/sp/library/coached_problems/examples/48607.html
  https://uk.practicallaw.thomsonreuters.com

- Teacher Chapter 3 Notes

Unit 2 Lesson Plan 3 Template			
Content Area: Business	Lesson Title: Supply and Demand	Time Frame: 4 days	
Lesson Components			
21st Century Themes			
☐ Global Awareness	☑ Financial, Economic, Business and Entrepreneurial Literacy		
☐ Civic Literacy	☐ Health Literacy		
21st Century Skills			
☑ Creativity and Innovation	☑ Critical Thinking and Problem Solving	☐ Information Literacy	
☐ Life and Career Skills	☑ Communication and Collaboration	☐ Media Literacy	☐ ICT Literacy
Interdisciplinary Connections: Language Arts, Mathematics			
Integration of Technology: Students will access various websites for different examples of Supply and Demand.			
Equipment Needed: Laptops, iPads, Projector/SmartTV, Internet Access, Microsoft PowerPoint/GoogleSlides/GoogleSlides			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Define scarcity. • Explain supply and demand. • Compare and contrast the different supply and demand curves. • Define monopoly.	Lesson Sequence 1. Students will go onto the Internet and research definitions for scarcity, supply, and demand. 2. Class will discuss the definition of scarcity. 3. Class will discuss the definition of supply and demand. 4. Class will discuss different examples of how supply and demand work. 5. Teacher will introduce monopoly. 6. Class will discuss the benefits and disadvantages of a monopoly. 7. Students will complete the supply and demand workbook assignment.	• Students will be assessed based on their participation in the group discussion. • Students will be assessed based on class participation. • Students will be assessed based on their worksheet assignment.
Differentiation: Flexible grouping; Mini workshops to re-teach or extend skills; Open-ended activities; Collaboration of various activities; Alternative assessments; Guided reading; Multiple texts		

Resources Provided:

- Textbook: Business Management, South-Western 2002
- Workbook
- Microsoft PowerPoint/Google Slides
- Microsoft Excel/GoogleSheets
- Websites:
  http://realtrees4kids.org/ninetwelve/supply.htm
  https://www.brainpop.com/math/dataanalysis/supplyanddemand/
  https://www.proprofs.com/quiz-school/story.php?title=supply-and-demand-practice-quiz
- Teacher Chapter 4 Notes



Unit 2 Lesson Reflection			
Reflect on the lesson you have developed and rate the degree to which the lesson ***Strongly, Moderately*** or ***Weakly*** meets the criteria below.			
Lesson Activities	**Strongly**	**Moderately**	**Weakly**
Are challenging **Strongly** and require higher order thinking and problem solving skills	X		
Allow for student choice		X	
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills		X	
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process		X	
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template			
Content Area: Business	**Grade Level:** 10-12	**Unit Title:**	Business Ownership
Created: Erica Moore	**Board Approved on:**	Type Here	



Unit 3 Overview Template					
Content Area:	Business	**Grade Level:**	10-12	**Unit Title:**	Business Operations

Unit Summary: There are various types of businesses such as producers, processors, manufacturers, intermediaries, wholesalers, retailers, and service businesses. The functions of business (production, marketing, management, finance, and accounting) will be introduced and explained.

Primary Interdisciplinary Connections: Career Education, Language Arts, Mathematics, Personal Finance, Technology

21st Century Themes ☑ Creativity and Innovation ☑ Critical Thinking and Problem Solving ☐ ICT Literacy ☐ Information Literacy ☑ Life and Career Skills ☑ Communication and Collaboration ☐ Media Literacy

Unit Rationale: The purpose of management is to set and achieve goals for the company. Businesses have many different management structures that can be adopted. A successful employee must understand his/her personality style and recognize how to work more effectively with clients and co-workers. Leaders develop a vision for the organization that they are leading. Leaders may use different leadership styles and it is important to know how to interact with each type of leader.

Career Readiness: 9.2, 9.4

Learning Targets	
Standards:	9.1, 9.3, SEL.PK-12.1, SEL.PK-12.2, SEL.PK-12.4, RI.CI, MA.A.CED
Content Statements:	Core Idea: There are different ways you can influence government policy to improve your financial situation. Core Idea: Biological behavioral biases, psychology, and unconscious beliefs affect financial decision-making. Maintenance/Operations Business Information Management Operations Management Core Idea: An individual's income and benefit needs and financial plan can change over time. Core Idea: There are ways to assess a business's feasibility and risk and to align it with an individual's financial goals Core Idea: With a growth mindset, failure is an important part of success. Core Idea: Innovative ideas or innovation can lead to career opportunities. Core Idea: Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed. Core Idea: Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another's original works without permission or appropriate credit. Core Idea: Laws govern many aspects of computing, such as privacy, data, property, information, and identity. These laws can have beneficial and

	harmful effects, such as expediting or delaying advancements in computing and protecting or infringing upon people's rights. Core Idea: Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform the decision-making. Core Idea: Digital tools such as artificial intelligence, image enhancement and analysis, and sophisticated computer modeling and simulation create new types of information that may have profound effects on society. These new types of information must be evaluated carefully. Core Idea: Media have embedded values and points of view. Core Idea: Accurate information may help in making valuable and ethical choices. SEL.PK-12.1: Self-Awareness SEL.PK-12.2: Self-Management SEL.PK-12.4: Responsible Decision-Making Reading Domain Creating Equations
CPI#:	**Cumulative Progress Indicator (CPI):**
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.
9.1.12.FP.3	Relate the concept of delayed gratification (i.e., psychological distance) to meeting financial goals, investing and building wealth over time.
9.3.12.AC-MO.1	Recognize and employ universal construction signs and symbols to function safely in the workplace.
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 well-being.
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-OP.1	Describe and follow laws and regulations affecting business operations and transactions.
9.3.12.BM-OP.2	Develop and maintain positive customer relationships.
9.3.12.BM-OP.3	Apply inventory tracking systems to facilitate operational controls.

9.3.12.BM-OP.4	Plan, monitor, and manage day-to-day business activities to maintain and improve operational functions.
9.2.12.CAP.13	Analyze how the economic, social, and political conditions of a time period can affect the labor market
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.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
9.4.12.CT.3	Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).
9.4.12.CT.4	Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.
9.4.12.DC.1	Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).
9.4.12.DC.2	Compare and contrast international differences in copyright laws and ethics.
9.4.12.DC.3	Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).
9.4.12.IML.1	Compare search browsers and recognize features that allow for filtering of information.
9.4.12.IML.3	Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8)
9.4.12.IML.4	Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4).
9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations (e.g., 7.1.AL.IPRET.6).
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.IML.7	Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change.
SEL.PK.12.1.3	Recognize one's personal traits, strengths, and limitations.
SEL.PK.12.2.2	Recognize the skills needed to establish and achieve personal and educational goals.
SEL.PK.12.4.1	Develop, implement and model effective problem solving and critical thinking skills.
RI.CI.11–12.2	Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.
MA.A-CED.A.1	Create equations and inequalities in one variable and use them to solve problems.
MA.A-CED.A.4	Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations.

Unit Essential Questions:

- What are the various functions within a business?
- What are the ways that various functions conflict with one another?
- What is the purpose of management?
- How is management structured?
- Do you think you would be a good manager?
- What is communication in business, and why is it important to understand the types of business communication?
- What is leadership, and what are the qualities of a good leader?

Unit Enduring Understandings:

- The various functions of management
- To be a versatile worker, it is necessary to know how you work, learn, and communicate with others.
- Meeting many types of leaders, knowledge of leadership traits, and emulating them if leadership is your goal.

Unit Learning Targets:

- Name the primary functions of business and research the career opportunities within each function.
- Describe the overall purpose of management.
- Identify the difference between management structures.
- Define leadership and describe the qualities of a leader.
- Describe the self-management team approach.



Evidence of Learning	
Summative Assessment:	12 days
Equipment Needed:	Teacher laptop, Student iPads, Projector, Internet Access
Teacher Resources:	Textbook: Business Management, South-Western 2002 Notes for Chapter 5 and Chapter 6 Workbook Worksheets

Formative Assessments:

- Workbook/classwork assignments.
- Teacher-led questioning.
- Participation in groups.
- Chapter and unit tests.

Lesson Plans	
Lesson	**Time Frame**
Lesson 1 Proof of Business	4 days
Lesson 2 Location	4 days
Lesson 3 Hiring Employees	4 days

Teacher Notes:

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

http://www.practicalmoneyskills.com
http://www.financeintheclassroom.org
https://businesspracticalknowledge.wordpress.com/legal-security/employee-theft/
https://www.entrepreneur.com/article/244866
https://www.entrepreneur.com/article/73784
http://bnp.wikispaces.com/Employing+Staff+Webquest?responseToken=be1229cc40b4ed9036aa5de7c6271d7a
https://www.score.org/
http://www.businessinsurance.com/
http://www.snagajob.com



SPRINGFIELD PUBLIC SCHOOLS
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Unit 3 Lesson Plan 1 Template				
Content Area:	Business	Lesson Title:	Proof of Business	Time Frame: 4 days

Lesson Components

21st Century Themes

☐ Global Awareness ☑ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☐ Creativity and Innovation ☑ Critical Thinking and Problem Solving ☐ Information Literacy
☑ Life and Career Skills ☑ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Language Arts, Mathematics

Integration of Technology: Students will perform research on the Internet and use their iPads to access a variety of websites about protecting their business from theft.

Equipment Needed: Laptops, iPads, Projector/SmartTV, Internet Access, Microsoft PowerPoint/GoogleSlides/GoogleSlides

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Define shoplifting. • Identify and explain robbery, credit card fraud, and bad checks. • Identify and explain ways to prevent employee theft.	Lesson Sequence 1. Class will discuss the different ways a business can be a victim of theft. 2. Teacher will define and explain shoplifting, robbery, credit card fraud, and bad checks. 3. Students will use the Internet to identify ways for a business to prevent theft. 4. Class will discuss the different forms of employee theft. 5. Students will complete the assigned worksheet assignments.	• Students will be assessed based on class participation. • Students will be assessed based on completed research. • Students will be assessed based on completed worksheet assignments.

Differentiation: Flexible grouping; Mini workshops to re-teach or extend skills; Open-ended activities; Collaboration of various activities; Alternative assessments; Guided reading; Multiple texts

Resources Provided:
- Textbook: *Business Management*, South-Western 2002
- Workbook
- Microsoft PowerPoint/GoogleSlides

- Websites:
  https://www.sba.gov/about-sba/oversight-advocacy/office-inspector-general/congressional-affairs-media
  https://businesspracticalknowledge.wordpress.com/legal-security/employee-theft/
- Teacher Chapter 5



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Unit 3 Lesson Plan 2 Template					
Content Area:	Business	Lesson Title:	Location for Business	Time Frame:	4 days

Lesson Components

21st Century Themes

☐ Global Awareness ☑ Financial, Economic, Business and Entrepreneurial Literacy

☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☑ Creativity and Innovation ☑ Critical Thinking and Problem Solving ☑ Information Literacy

☑ Life and Career Skills ☑ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Language Arts, Mathematics

Integration of Technology: Students will access the internet to research and identify places in the area that would be appropriate for opening a business.

Equipment Needed: Laptops, iPads, Projector/SmartTV, Internet Access, Microsoft PowerPoint/GoogleSlides/GoogleSlides

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Identify and describe different location possibilities for a business. • Explain the difference in location needs for a retail and non-retail business. • Identify and explain different options in obtaining a location for a business.	Lesson Sequence 1. Students will use the Internet to research a variety of businesses and the different locations. 2. Teacher will introduce the different location possibilities for a business. 3. Class will discuss the different needs for a retail business versus a non-retail business. 4. Teacher will explain the options an entrepreneur has in obtaining a location for a business (rent or buy). 5. Students will research the Internet to identify prices of retail space locations in local areas. 6. Students will complete the assigned worksheet assignments.	• Students will be assessed based on their participation in the class discussion. • Students will be assessed based on class participation. • Students will be assessed based on their worksheet assignments.

Differentiation: Flexible grouping; Mini workshops to re-teach or extend skills; Open-ended activities; Collaboration of various activities; Alternative assessments; Guided reading; Multiple texts

Resources Provided:

- Textbook: *Business Management*, South-Western 2002
- Workbook
- Microsoft PowerPoint/GoogleSlides
- Websites: https://www.sba.gov/writing-business-plan
  https://www.score.org/
  https://www.entrepreneur.com/article/244866
  https://www.entrepreneur.com/article/73784
- Teacher Chapter 6



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Unit 3 Lesson Plan 3 Template			
Content Area: Business	Lesson Title: Hiring Employees	Time Frame: 4 days	

Lesson Components

21st Century Themes

☐ Global Awareness ☑ Financial, Economic, Business and Entrepreneurial Literacy

☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☑ Creativity and Innovation ☑ Critical Thinking and Problem Solving ☐ Information Literacy

☑ Life and Career Skills ☑ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Language Arts, Mathematics

Integration of Technology: Students will perform research on the Internet and use their iPads to access a variety of job search websites.

Equipment Needed: Laptops, iPads, Projector/SmartTV, Internet Access, Microsoft PowerPoint/GoogleSlides/GoogleSlides

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Define job description. • Identify and explain organizational structure. • Explain the steps followed in hiring new employees. • Analyze the importance of a resume and References.	Lesson Sequence 1. Teacher will have students search the Internet and locate two available jobs with description. 2. Class will discuss different job descriptions, details, and requirements. 3. Teacher will introduce organizational structure. 4. Class will discuss the steps to hiring new employees. 5. Students will share their job interview experience. 6. Students will complete the assigned worksheet assignments.	• Students will be assessed based on class participation. • Students will be assessed based on completed research. • Students will be assessed based on completed worksheet assignments.

Differentiation: Flexible grouping; Mini workshops to re-teach or extend skills; Open-ended activities; Collaboration of various activities; Alternative assessments; Guided reading; Multiple texts		
Resources Provided: • Textbook: Business Management, South-Western 2002 • Workbook • Microsoft PowerPoint/GoogleSlides • Websites: https://www.score.org/ http://www.businessinsurance.com/ http://www.snagajob.com • Teacher Chapter 6		



Unit 3 Lesson Reflection			
Reflect on the lesson you have developed and rate the degree to which the lesson ***Strongly, Moderately*** or ***Weakly*** meets the criteria below.			
Lesson Activities	**Strongly**	**Moderately**	**Weakly**
Are challenging **Strongly** and require higher order thinking and problem solving skills	X		
Allow for student choice		X	
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process		X	
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template					
Content Area:	Business	**Grade Level:**	10-12	**Unit Title:**	Business Operations
Created:	Erica Moore	**Board Approved on:**	Type Here		

Unit 4 Overview Template					
Content Area:	Business	**Grade Level:**	10-12	**Unit Title:**	Business Plan Development

Unit Summary: Students will be able to generate ideas for potential businesses, analyze the feasibility of a proposed business, discuss the economics of creating products and services, explain the choices for opening a business, and list the reasons why many businesses fail. Students will be able to describe the process of building a business plan, and outline the necessary sections of a business plan, as well as describe the information contained in each section.

Primary Interdisciplinary Connections: Language Arts, Mathematics

21st Century Themes ☑ Creativity and Innovation ☑ Critical Thinking and Problem Solving ☐ ICT Literacy ☑ Information Literacy ☑ Life and Career Skills ☑ Communication and Collaboration ☐ Media Literacy

Unit Rationale: Information and technologies can be used to develop, implement, and present a business plan. A business plan is important because it contains the marketing team's objectives, strategies, and tactics for achieving both business and marketing goals.

Career Readiness: 9.2, 9.4

Learning Targets	
Standards:	9.1, 9.3, SEL.PK-12.1, SEL.PK-12.2, SEL.PK-12.4, RI.CI, MA.A.CED
Content Statements:	Core Idea: There are different ways you can influence government policy to improve your financial situation. Core Idea: Biological behavioral biases, psychology, and unconscious beliefs affect financial decision-making. General Management Career Cluster Accounting Career Cluster Business Finance Career Cluster Core Idea: An individual's income and benefit needs and financial plan can change over time. Core Idea: There are ways to assess a business's feasibility and risk and to align it with an individual's financial goals. Core Idea: With a growth mindset, failure is an important part of success. Core Idea: Innovative ideas or innovation can lead to career opportunities. Core Idea: Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed. Core Idea: Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another's original works without permission or appropriate credit. Core Idea: Laws govern many aspects of computing, such as privacy, data, property, information, and identity. These laws can have beneficial and

	harmful effects, such as expediting or delaying advancements in computing and protecting or infringing upon people's rights. Core Idea: Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform the decision-making. Core Idea: Digital tools such as artificial intelligence, image enhancement and analysis, and sophisticated computer modeling and simulation create new types of information that may have profound effects on society. These new types of information must be evaluated carefully. Core Idea: Media have embedded values and points of view. Core Idea: Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task. Core Idea: Accurate information may help in making valuable and ethical choices. SEL.PK-12.1: Self-Awareness SEL.PK-12.2: Self-Management SEL.PK-12.4: Responsible Decision-Making Reading Domain Creating Equations
CPI#:	**Cumulative Progress Indicator (CPI):**
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.
9.1.12.FP.3	Relate the concept of delayed gratification (i.e., psychological distance) to meeting financial goals, investing and building wealth over time.
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.
9.3.12.FN-ACT.4	Utilize career-planning concepts, tools and strategies to explore, obtain and/or develop an accounting career.
9.3.12.FN-BF.3	Utilize career-planning concepts, tools and strategies to explore, obtain and/or develop in a corporate finance career.
9.2.12.CAP.13	Analyze how the economic, social, and political conditions of a time period can affect the labor market
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.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
9.4.12.CT.3	Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).
9.4.12.CT.4	Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.
9.4.12.DC.1	Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).
9.4.12.DC.2	Compare and contrast international differences in copyright laws and ethics.
9.4.12.DC.3	Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).
9.4.12.IML.1	Compare search browsers and recognize features that allow for filtering of information.
9.4.12.IML.3	Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8)
9.4.12.IML.4	Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4).
9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations (e.g., 7.1.AL.IPRET.6).
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.IML.7	Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change.
SEL.PK.12.1.3	Recognize one's personal traits, strengths, and limitations.
SEL.PK.12.2.2	Recognize the skills needed to establish and achieve personal and educational goals.
SEL.PK.12.4.1	Develop, implement and model effective problem solving and critical thinking skills.

RI.CI.11–12.2	Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.
MA.A-CED.A.1	Create equations and inequalities in one variable and use them to solve problems.
MA.A-CED.A.4	Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations.

Unit Essential Questions:

- What is the importance of a business plan?
- What is the purpose of a business plan?
- What are the components of an effective business plan?
- Create an effective business plan with all of the essential components.

Unit Enduring Understandings:

- Summarize the importance and the purpose of a business plan.
- Describe the components of a business plan.
- Creation of each section of a business plan

Unit Learning Targets:

- Explain the importance of a business plan
- Describe the components of a business plan
- Create an effective business plan



Evidence of Learning	
Summative Assessment:	20 days
Equipment Needed:	Teacher laptop, Student iPads, Projector, Internet Access
Teacher Resources:	Textbook: *Business Management*, South-Western 2002 Notes for Chapter 7 Workbook Worksheets

Formative Assessments:

- Workbook/classwork assignments
- Teacher lead questioning
- Participation in groups
- Chapter and unit tests
- Culminating a business plan

Lesson Plans	
Lesson	**Time Frame**
Lesson 1 Parts of a Business Plan	5 days
Lesson 2 Resume Development	5 days
Lesson 3 Writing a Business Plan	10 days

Teacher Notes:

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

http://www.practicalmoneyskills.com
http://www.financeintheclassroom.org
http://www.hsfpp.org
http://www.moneyinstructor.com



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Unit 4 Lesson Plan 1 Template			
Content Area: Business	Lesson Title: Parts of a Business Plan	Time Frame: 5 days	

Lesson Components

21st Century Themes

☐ Global Awareness ☑ Financial, Economic, Business and Entrepreneurial Literacy

☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☑ Creativity and Innovation ☑ Critical Thinking and Problem Solving ☐ Information Literacy

☑ Life and Career Skills ☑ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Language Arts, Mathematics

Integration of Technology: Laptops; Projector; Internet access

Equipment Needed: Laptops, iPads, Projector/SmartTV, Internet Access, Microsoft PowerPoint/GoogleSlides

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Define what a business plan is. • Identify and explain the purpose of a business plan. • Identify and explain the importance of a business plan. • Explain who looks at a business plan and what they use it for. • Analyze and review a completed business plan.	Lesson Sequence 1. Teacher will introduce what a business plan is. 2. Class will discuss the purpose of a business plan. 3. Class will discuss why a business plan is important. 4. Teacher will introduce who looks at a business plan and what they use it for. 5. Students will use the assigned websites to look at sample business plans. 6. Students will complete guided worksheets for each section of the business plan.	• Students will be assessed based on their participation in the group discussion. • Students will be assessed based on class participation. • Students will be assessed based on their worksheet

Differentiation: Flexible grouping; Mini workshops to re-teach or extend skills; Open-ended activities; Collaboration of various activities; Alternative assessments; Guided reading; Multiple texts

Resources Provided:

- Textbook: Business Management, South-Western 2002
- Workbook Worksheets
- Microsoft PowerPoint/GoogleSlides

- Websites: :https://www.sba.gov/writing-business-plan
  https://squareup.com
  http://www.businessnewsdaily.com/5067-free-business-templates-word-pdf.html
  http://www.practicalmoneyskills.com
- Teacher Chapter 7



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Unit 4 Lesson Plan 2 Template					
Content Area:	Business	Lesson Title:	Resume Development	Time Frame:	5 days

Lesson Components

21st Century Themes

☐ Global Awareness ☑ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☑ Creativity and Innovation ☑ Critical Thinking and Problem Solving ☐ Information Literacy
☑ Life and Career Skills ☑ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Language Arts, Mathematics

Integration of Technology: Students will access Microsoft Word/GoogleDocs and the Internet.

Equipment Needed: Laptops, iPads, Projector/SmartTV, Internet Access, Microsoft PowerPoint/GoogleSlides

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Learn the main aspects of a resume and cover letter. • Review key terms and popular resume trigger words. • Development of individual student resumes.	Lesson Sequence 1. Teacher will discuss all main aspects of Resumes and cover letters. 2. Teacher will demonstrate a guided practice of a sample resume. 3. Students will use Microsoft Word to develop their own resumes.	• Students will be assessed based on class participation. • Students will be assessed through teacher-led questioning. • Students will be assessed based on cthe ompletion of their resume.

Differentiation: Flexible grouping; Mini workshops to re-teach or extend skills; Open-ended activities; Collaboration of various activities; Alternative assessments; Guided reading; Multiple texts

Resources Provided:

- Textbook: Business Management, South-Western 2002
- Workbook
- Microsoft PowerPoint/Google Slides
- Websites: http://www.hsfpp.org/student
  https://www.moneyskills.org
  https://www.sba.gov/writing-business-plan
  https://squareup.com
- Teacher Chapter 7



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Unit 4 Lesson Plan 3 Template					
Content Area:	Business	Lesson Title:	Business Plan Development	Time Frame:	10 days

Lesson Components

21st Century Themes

☐ Global Awareness ☑ Financial, Economic, Business and Entrepreneurial Literacy

☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☑ Creativity and Innovation ☑ Critical Thinking and Problem Solving ☑ Information Literacy

☑ Life and Career Skills ☑ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Language Arts, Mathematics

Integration of Technology: Students will use their laptops for research, as well as to prepare a business plan in Microsoft Word and Microsoft PowerPoint/Google Slides.

Equipment Needed: Laptops, iPads, Projector/SmartTV, Internet Access, Microsoft PowerPoint/GoogleSlides

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Identify and explain the different parts of a business plan. • Write a business plan for their mock businesses. • Properly format a business plan in Microsoft Word. • Create a Microsoft PowerPoint/Google Slides presentation about their business.	Lesson Sequence 1. Teacher will introduce the business plan project. 2. Students will create a business plan for a mock business of their choice. 3. Students will prepare a Microsoft PowerPoint/Google Slides Presentation about their business plan. 4. Students will present their business plan to the class.	• Students will be assessed based on class participation. • Students will be assessed on their written business plan. • Students will be assessed based on their Microsoft PowerPoint/Google Slides Presentation. • Students will be assessed on their business plan oral presentation.

Differentiation: Flexible grouping; Mini workshops to re-teach or extend skills; Open-ended activities; Collaboration of various activities; Alternative assessments; Guided reading; Multiple texts

Resources Provided:

- Textbook: Business Management, South-Western 2002
- Workbook Worksheets
- Microsoft PowerPoint/GoogleSlides
- Websites: https://www.sba.gov/writing-business-plan
  https://squareup.com
  http://www.businessnewsdaily.com/5067-free-business-templates-word-pdf.html
  https://www.sba.gov/writing-business-plan



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Unit 4 Lesson Reflection			
Reflect on the lesson you have developed and rate the degree to which the lesson ***Strongly, Moderately*** or ***Weakly*** meets the criteria below.			
Lesson Activities	**Strongly**	**Moderately**	**Weakly**
Are challenging **Strongly** and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template			
Content Area: Business	**Grade Level:** 10-12	**Unit Title:** Business Plan Development	
Created: Erica Moore	**Board Approved on:** Type Here		



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Unit 5 Overview Template					
Content Area:	Business	**Grade Level:**	10-12	**Unit Title:**	Market Your Business

Unit Summary: Students will be able to discuss the importance of target markets, explain the different ways to segment a market, and describe how to create a customer profile. Students will be able to explain the importance of conducting market research, discuss two ways of collecting data, and describe the research process.

Primary Interdisciplinary Connections: Language Arts, Mathematics

21st Century Themes ☑ Creativity and Innovation ☑ Critical Thinking and Problem Solving ☐ ICT Literacy ☑ Information Literacy ☑ Life and Career Skills ☑ Communication and Collaboration ☐ Media Literacy

Unit Rationale: This unit will introduce students to the marketing world. This unit will begin by focusing on gaining a full understanding of the functions of marketing and all of the business functions that are considered part of marketing. Students will then explore factors that affect the marketing process, such as economies and social issues. Students will learn the major marketing concepts and begin to develop a better understanding of how marketing impacts businesses, society, and consumers as a whole. In addition, students will prepare multiple activities that focus on promoting goods and services.

Career Readiness: 9.2, 9.4

Learning Targets	
Standards:	9.1, 9.3, SEL.PK-12.1, SEL.PK-12.2, SEL.PK-12.4, RI.CI, MA.A.CED
Content Statements:	Core Idea: There are different ways you can influence government policy to improve your financial situation. Core Idea: Biological behavioral biases, psychology, and unconscious beliefs affect financial decision-making. Marketing Career Cluster Marketing Research Career Cluster Core Idea: With a growth mindset, failure is an important part of success. Innovative ideas or innovation can lead to career opportunities. Core Idea: Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed. Core Idea: With a growth mindset, failure is an important part of success. Innovative ideas or innovation can lead to career opportunities. Core Idea: Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed. Core Idea: Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another's original works without permission or appropriate credit. Core Idea: Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the

	expertise of sources to answer questions, solve problems, and inform decision-making. Digital tools such as artificial intelligence, image enhancement and analysis, and sophisticated computer modeling and simulation create new types of information that may have profound effects on society. These new types of information must be evaluated carefully. Media have embedded values and points of view. Core Idea: Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task. SEL.PK-12.1: Self-Awareness SEL.PK-12.2: Self-Management SEL.PK-12.4: Responsible Decision-Making Reading Domain Creating Equations
CPI#:	**Cumulative Progress Indicator (CPI):**
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.
9.1.12.FP.3	Relate the concept of delayed gratification (i.e., psychological distance) to meeting financial goals, investing and building wealth over time.
9.3.MK.1	Describe the impact of economics, economic systems, and entrepreneurship on marketing.
9.3.MK.2	Implement marketing research to obtain and evaluate information for the creation of a marketing plan.
9.3.MK.3	Plan, monitor, manage, and maintain the use of financial resources for marketing activities.
9.3.MK.6	Select, monito,r and manage sales and distribution channels.
9.3.MK.8	Obtain, develop, maintain and improve a product or service mix in response to market opportunities.
9.3.MK.10	Use marketing strategies and processes to determine and meet client needs and wants.
9.3.MK-RES.3	Use information systems and tools to make marketing research decisions.
9.2.12.CAP.13	Analyze how the economic, social, and political conditions of a time period can affect the labor market
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.

9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
9.4.12.CT.3	Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).
9.4.12.CT.4	Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.
9.4.12.DC.1	Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).
9.4.12.DC.2	Compare and contrast international differences in copyright laws and ethics.
9.4.12.DC.3	Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).
9.4.12.IML.1	Compare search browsers and recognize features that allow for filtering of information.
9.4.12.IML.3	Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8)
9.4.12.IML.4	Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4).
9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations (e.g., 7.1.AL.IPRET.6).
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.IML.7	Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change.
SEL.PK.12.1.3	Recognize one's personal traits, strengths, and limitations.
SEL.PK.12.2.2	Recognize the skills needed to establish and achieve personal and educational goals.
SEL.PK.12.4.1	Develop, implement and model effective problem solving and critical thinking skills.
RI.CI.11–12.2	Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they

	interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.
MA.A-CED.A.1	Create equations and inequalities in one variable and use them to solve problems.
MA.A-CED.A.4	Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations.

Unit Essential Questions:

- What is marketing?
- How is market research done, and what is it used for?
- How does the marketing process help improve exchanges between consumers and businesses?
- How do economies and social issues affect the marketing process?
- Why is it important to focus on customer needs during all phases of the marketing process?
- What role does marketing play in developing new products and services?

Unit Enduring Understandings:

- Marketing is a complex business function that includes much more than sales and advertising.
- Marketing plays a major role in improving the exchange process between consumers and businesses.
- The marketing process is impacted by outside factors, including economics and social issues.
- An effective marketing mix should be focused on customer needs.

Unit Learning Targets:

- Identify and explain the function of marketing
- Discuss the stages of the marketing process for a product or service.
- Explain what the marketing concept is and how it helps to improve the exchanges between consumers and businesses.
- Analyze and discuss economic factors and social factors that affect the marketing process.
- Discuss how businesses use promotion as a form of communication.
- Create a distribution model for products and services that align with customer needs and product image.



Evidence of Learning	
Summative Assessment:	12 days
Equipment Needed:	Teacher laptop, Student iPads, Projector, Internet Access
Teacher Resources:	Textbook: *Business Management*, South-Western 2002 Notes for Chapter 8 and Chapter 9 Workbook Worksheets

Formative Assessments:

- Workbook/class work assignments
- Teacher-led questioning
- Participation in groups
- An online Money Skill Module
- Chapter and unit tests

Lesson Plans	
Lesson	**Time Frame**
Lesson 1 Market Research	4 days
Lesson 2 Marketing Mix	4 days
Lesson 3 Marketing a Business	4 days

Teacher Notes:

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

http://www.practicalmoneyskills.com
http://www.financeintheclassroom.org
http://www.hsfpp.org
http://www.moneyinstructor.com



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Unit 5 Lesson Plan 1 Template			
Content Area: Business	Lesson Title: Market Research	Time Frame: 4 days	

Lesson Components

21st Century Themes

☐ Global Awareness ☑ Financial, Economic, Business and Entrepreneurial Literacy

☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☑ Creativity and Innovation ☑ Critical Thinking and Problem Solving ☑ Information Literacy

☑ Life and Career Skills ☑ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Career Education, Language Arts, Mathematics, Technology

Integration of Technology: Students will access websites to look up sample research surveys.

Equipment Needed: Laptops, iPads, Projector/SmartTV, Internet Access, Microsoft PowerPoint/GoogleSlides

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Define market research. • Identify and explain the five steps of primary market research. • Explain what a survey should include.	Lesson Sequence 1. Teacher will ask students about their experience with completing surveys. 2. Class will discuss when a survey and/or research would be helpful. 3. Teacher will introduce the five steps of primary market research. 4. Students will access the Internet and research sample surveys. 5. Students will complete the supply and demand workbook assignment.	• Students will be assessed based on their participation in the group discussion. • Students will be assessed based on class participation. • Students will be assessed on research completed. • Students will be assessed based on their worksheet assignments.

Differentiation: Flexible grouping; Mini workshops to re-teach or extend skills; Open-ended activities; Collaboration of various activities; Alternative assessments; Guided reading; Multiple texts

Resources Provided:

- Textbook: *Business Management*, South-Western 2002
- Workbook
- Microsoft PowerPoint/Google Slides
- Websites: https://www.sba.gov/writing-business-plan
  http://www.njbia.org
  http://www.youngentrepreneur.com
- Teacher Chapter 8, and Chapter 9



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Unit 5 Lesson Plan 2 Template			
Content Area: Business	Lesson Title: The Marketing Mix	Time Frame: 4 days	

Lesson Components

21st Century Themes

☐ Global Awareness ☑ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☑ Creativity and Innovation ☑ Critical Thinking and Problem Solving ☑ Information Literacy
☑ Life and Career Skills ☑ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Career Education, Language Arts, Mathematics, Technology

Integration of Technology: Students will access the internet to research different products and the brand of each product.

Equipment Needed: Laptops, iPads, Projector/SmartTV, Internet Access, Microsoft PowerPoint/GoogleSlides

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Explain the four P's of marketing. • Discuss the differences between a brand and product. • Explain and provide examples for Product, Place, Price, and Promotion.	Lesson Sequence 1. Students think about a specific product from a specific company and about the target audience for the brand. Have students share their ideas with the class. 2. Through a Microsoft PowerPoint/Google Slides Presentation, the teacher will introduce the four P's of Marketing *(Product, Place, Price, and Promotion).* 3. Students work in pairs and identify what these terms mean in relation to the product they specified *(pairs can use either one or both of the products each student chose)* 4. Student teams or pairs choose one product *(not a brand)*. They choose 3 companies that sell this	• Students will be assessed based on class participation. • Students will be assessed through teacher-led questioning. • Students will be assessed based on classwork assignments and pyramid projects.

	product *(one low-end, mid-range, and high-end).* Students will specify the Place, Price, and Promotional Strategies for the Product for each company that sells it. Students will create a pyramid in the style shown below.	

Differentiation: Flexible grouping; Mini workshops to re-teach or extend skills; Open-ended activities; Collaboration of various activities; Alternative assessments; Guided reading; Multiple texts

Resources Provided:

- Textbook: *Business Management*, South-Western 2002
- Workbook Worksheets
- Microsoft PowerPoint/GoogleSlides
- Websites: http://www.financeintheclassroom.org
  http://www.hsfpp.org
- Teacher Chapter 8 and Chapter 9



SPRINGFIELD PUBLIC SCHOOLS
ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Unit 5 Lesson Plan 3 Template					
Content Area:	Business	Lesson Title:	Marketing a Business	Time Frame:	4 days

Lesson Components

21st Century Themes

☐ Global Awareness ☑ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☑ Creativity and Innovation ☑ Critical Thinking and Problem Solving ☑ Information Literacy
☑ Life and Career Skills ☑ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Career Education, Language Arts, Mathematics, Technology

Integration of Technology: Students will access the Internet and different design programs to create numerous promotional items for Frillio's Pizza.

Equipment Needed: Laptops, iPads, Projector/SmartTV, Internet Access, Microsoft PowerPoint/GoogleSlides

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Discuss and explain the importance of promotional items in business. • Evaluate a credit application to determine the five C's of Credit *(character, capacity, conditions, capital, collateral).* • Explain how to manage credit responsibly. • Demonstrate what to do in the event of inaccurate reporting.	Lesson Sequence 1. Students will begin with an introduction to Frillio's Pizza Business. 2. Discussion of the Products, Price, Place, Promotion of Frillio's Pizza. 3. Through different design programs, students will create various promotional items such as: business card, menu, coupon flier, grand opening signage, bumper sticker, gift certificate, t-shirt design, etc.	• Students will be assessed based on class participation. • Students will be assessed through teacher-led questioning. • Students will be assessed based on design, creativity, and grading rubric for each promotion item.

Differentiation: Flexible grouping; Mini workshops to re-teach or extend skills; Open-ended activities; Collaboration of various activities; Alternative assessments; Guided reading; Multiple texts

Resources Provided:
- Textbook: Frillio's Pizza Desktop Publishing Simulation
- Microsoft PowerPoint/Google Slides



Unit 5 Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson ***Strongly, Moderately*** or ***Weakly*** meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging **Strongly** and require higher order thinking and problem solving skills	X		
Allow for student choice		X	
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives		X	
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process		X	
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: Business **Grade Level:** 10-12 **Unit Title:** Market Your Business

Created: Erica Moore **Board Approved on:** Type Here



SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

IEP AND 504 ACCOMMODATIONS AND MODIFICATIONS FOR EARLY CHILDHOOD AND ELEMENTARY SCHOOL STUDENTS:

Large print textbooks
Textbooks for at-home use
Additional time for assignments
Review of directions
Use of mnemonics
Have student restate information
Concrete examples
Adaptive writing utensils
Support auditory presentations with visuals
Use of a study carrel
Assistance in maintaining uncluttered space
Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
Space for movement or breaks
Study sheets and teacher outlines
Extra visual and verbal cues and prompts
Math sheets with highlighted instructions
Graph paper to assist in organizing or lining up math problems
Use of computers and calculators
Books on tape
Graphic organizers
Quiet corner or room to calm down and relax when anxious
Preferential seating
Alteration of the classroom arrangement
Reduction of distractions
Answers to be dictated
Hands-on activities
Use of manipulatives
No penalty for spelling errors or sloppy handwriting
Follow a routine/schedule
Alternate quiet and active time
Teach time management skills
Rest breaks
Verbal and visual cues regarding directions and staying on task
Agenda book and checklists
Adjusted assignment timelines
Visual daily schedule

Varied reinforcement procedures
Immediate feedback
Work-in-progress check
Personalized examples

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

Answers to be dictated
Frequent rest breaks
Additional time
Oral testing
Untimed tests
Choice of test format (multiple-choice, essay, true-false)
Alternate ways to evaluate (projects or oral presentations instead of written tests)
Accept short answers
Open-book tests
Read test and directions to student
Provide study outline prior to tests
Highlight key directions
Test in alternative site
Use of calculator
Extra credit option
Preview test procedures
Simplified test wording; rephrased test questions and/or directions

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

Use of alternative books or materials on the topic being studied
Computerized spell-check support
Word bank of choices for answers to test questions
Provision of calculator and/or number line for math tests
Reworded questions in simpler language
Projects instead of written reports
Highlighting important words or phrases in reading assignments
Modified workload or length of assignments/tests
Modified time demands
Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS MODIFICATIONS:

Breaks between tasks
Cue expected behavior
Daily feedback to student
Have contingency plans
Use de-escalating strategies
Use positive reinforcement
Use proximity/touch control
Use peer supports and mentoring
Model expected behavior by adults
Have parent sign homework
Have parent sign behavior chart
Set and post class rules
Chart progress and maintain data



SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

IEP AND 504 ACCOMODATIONS AND MODIFICATIONS FOR MIDDLE AND HIGH SCHOOL STUDENTS:

Large print textbooks
Textbooks for at-home use
Additional time for assignments
A locker with adapted lock
Review of directions
Review sessions
Use of mnemonics
Have student restate information
Provision of notes or outlines
Concrete examples
Adaptive writing utensils
Support auditory presentations with visuals
Weekly or bi-weekly home-school communication
Space for movement or breaks
Study sheets and teacher outlines
Extra visual and verbal cues and prompts
Lab and math sheets with highlighted instructions
Graph paper to assist in organizing or lining up math problems
Use of tape recorder for lectures
Use of Interactive notebook
Use of a scribe
Use of computers and calculators
Books on tape
Graphic organizers
Quiet corner or room to calm down and relax when anxious
Preferential seating
Alteration of the classroom arrangement
Reduction of distractions
Answers to be dictated
Hands-on activities
Ability to type all assignments
Follow a routine/schedule
Teach time management and organizational skills
Rest breaks
Verbal and visual cues regarding directions and staying on task
Agenda book and checklists
Daily check-in with case manager or special education teacher
Adjusted assignment timelines
Visual daily schedule

Varied reinforcement procedures
Immediate feedback
Work-in-progress check
Personalized examples

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

Answers to be dictated
Frequent rest breaks
Additional time
Oral testing
Choice of test format (multiple-choice, essay, true-false)
Alternate ways to evaluate (projects or oral presentations instead of written tests)
Accept short answers
Open-book or open-note tests
Read test and directions to student
Provide study guides prior to tests
Highlight key directions
Test in alternative site
Use of calculator
Extra credit option
Pace long-term projects
Preview test procedures
Simplified test wording; rephrased test questions and/or directions

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

Allow outlining, instead of writing for an essay or major project
Use of alternative books or materials on the topic being studied
Computerized spell-check support
Word bank of choices for answers to test questions
Provision of calculator for math tests
Film or video supplements in place of reading text
Reworded questions in simpler language
Projects instead of written reports
Highlighting important words or phrases in reading assignments
Modified workload or length of assignments/tests
Modified time demands

Pass/no pass option
Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS FOR STUDENTS:

Breaks between tasks
Cue expected behavior
Daily feedback to student
Have contingency plans
Use de-escalating strategies
Use positive reinforcement
Use proximity/touch control
Use peer supports and mentoring
Model expected behavior by adults
Have parent sign homework
Set and post class rules
Chart progress and maintain data



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Accommodations and Modifications for ESL Students

Give tests orally
Give instructions/directions in writing and orally
Assign a peer tutor, same language or English speaking
Allow use of bilingual/translation dictionary
Provide summaries of text or study guides of particular chapters
Allow errors in speaking
Allow errors in writing
Accept writing in first language
Highlight key vocabulary
Reduce amount of work required
Assess comprehension through demonstration or other alternative means (gestures, drawings)
Rephrase questions, directions, and explanations
Reduce multiple choices on assessments
Provide study guides and/ or outlines
Shorten reading assignments
Allow extended time for test/project completion
Use of audio books
Use of graphic organizers
Use reduced text, so that print is not dense
Use visuals/pictures throughout lesson/unit/assignemt
Adapt homework to reflect language proficiency/home support
Adapt homework to reflect home support
Provide hands-on activities and explanations
Allow extended time to answer questions, and permit drawing, as an explanation
Use of translation dictionaries to locate words in the native language
Use anecdotal records and portfolio of work as forms of assessment
Use story retellings to assess comprehension

Springfield Public Schools

Cultivating compassionate and extraordinary learners!

What Does the Gifted and Talented Experience Look Like?

Springfield Public Schools

Mission Statement

The Gifted and Talented Program of the Springfield Public Schools aims to provide a meaningful and rigorous education that instills the value of lifelong learning and empowers all students to reach their full potential and become self-fulfilled creative leaders in accordance with the comprehensive standards of our state. We accomplish this by offering challenging, real-world experiences in a student-centered environment.

We recognize that students come from diverse socioeconomic, cultural, and ethnic backgrounds, and the mission of the gifted and talented program is to provide opportunities for students to explore their intellectual, creative, and artistic gifts and talents within the classroom and with beyond-the-classroom experiences. It is essential to provide diverse, appropriate, and ongoing learning experiences and environments that incorporate students' academic, psychological, and social needs. Our responsibility is to provide students with educational alternatives that teach, challenge, and expand their knowledge, while simultaneously stressing the development of independent and self-directed learners who continuously generate questions, analyze, synthesize, and evaluate information and ideas.
New Jersey Administrative Code 6A:8-3.1 defines students who are gifted and talented as those students who possess or demonstrate high levels of ability in one or more content areas when compared to their chronological peers in the local district and who require modification of their educational program if they are to achieve in accordance with their capabilities.

Goals:

To support our mission, we have established the following goals to guide our work:

- ➢ To infuse into the general education program a broad range of activities for high-level learning that will challenge all students to perform at advanced levels, and provide extended opportunities, resources, and support in particular areas where student interest or talent is demonstrated.

- ➢ To provide a continuum of gifted education services that will strengthen the total school program, offer enriching and challenging learning opportunities for all students, and provide specialized learning experiences

- ➢ To promote achievement of students' best potentials and increased ability.

Through a productive and collaborative relationship among the building principals, classroom teachers, and the Gifted and Talented teacher, our schools can create programming that will enhance the learning experience for every student and serve the unique and specialized needs of students currently demonstrating gifted behaviors.

Elements of the Schoolwide Enrichment Model, W.I.N (What I Need), differentiated instruction, advanced classes, or individual programs into a student's regular instruction program are integral to this overarching framework for gifted education in the Springfield School District.

Reference Board Policy and Regulation 2464 – Gifted and Talented Pupils (M)

Early Childhood Center
Edward V. Walton

Schoolwide Virtual Enrichment

All first and second grade students have access to the Gifted and Talented Virtual Classroom. This virtual classroom is a space for students to complete various challenges and enrichment opportunities at their own pace. Students can receive feedback and additional adaptable resources to meet their individual learning needs. The virtual classroom design expands accessibility to enrichment resources and allows students to choose learning activities according to their unique interests and abilities. The purpose of the activities is to encourage problem-solving, develop critical thinking

skills, and expand curiosity and imagination. Activities are aligned to the New Jersey Student Learning Standards.

Gifted and Talented Teacher as a Resource

The Gifted and Talented teacher serves as a resource to all teachers within Edward V. Walton School. Teachers seeking resources for their high-ability learners will receive additional support from the Gifted and Talented teacher in various ways. This support may include additional units of study, challenging resources, and student projects.

Elementary Schools
James Caldwell
Thelma L. Sandmeier

The goal is to engage small groups of students in intensive learning experiences through standards-based, rigorous, and relevant units of study that supplement, not supplant, the grade-level curriculum and support students' unique learning needs.

Enrichment Experience Grade 3

Beginning in third grade, the G&T teacher will cycle through all classrooms to work on problem-solving and enrichment tasks with students. Driven by assessment data, academic performance, student interest, and teacher observation, small groups of students will meet with the G&T teacher during W.I.N. (What I Need) periods throughout the week that the teacher is assigned to their classroom teacher. Groupings will be flexible and monitored to best meet each student's needs throughout the school year. Activities will include brain teasers, puzzles, strategic thinking, problem-solving, and STEM challenges.

Targeted Gifted and Talented Programing Grades 4-5

Students may become identified as Gifted and Talented in fourth grade. Students that are identified may receive support from the G&T Teacher for up to five periods (200 minutes) a week during W.I.N. (What I Need) periods. Identified students will meet to explore grade-level content while incorporating depth and complexity in a student-centered, problem-based environment. The Gifted and Talented Program aims to provide students with various advanced and challenging learning experiences across content areas to promote independent thinking skills, refine critical thinking and communication skills, cultivate joy in learning, and expand student interests through problem-solving. The instruction that students receive incorporates 21st Century Skills and advanced content that is challenging, hands-on, and relevant to the real world.

Strategies and Practices that Support Gifted and Talented Students

- Adjusted Pace of Lessons
- Inquiry-Based Instruction
- Higher-Order Thinking Activities
- Interest-Based Content
- Real World Problem Solving/Problem Based Learning
- Independent Study/Passion Projects
- Units of Study with Like-Minded Peers

Schoolwide Virtual Enrichment

All JCS and TLS students have access to grade level-specific Gifted and Talented Virtual Classrooms. These virtual classrooms are a space for students to complete various challenges and enrichment opportunities at their own pace. Students are able to receive feedback and additional opportunities based on their needs. The virtual classrooms have expanded the accessibility of enrichment resources directly to the students and allows for students to choose opportunities according to their interests and abilities. The purpose of the activities is to encourage problem solving, develop critical thinking skills, and expand curiosity and imagination in conjunction with the New Jersey Student Learning Standards.

Gifted and Talented Teacher as a Resource

In addition to classroom support, the Gifted and Talented teacher also serves as a resource to all teachers in the building. Teachers that are seeking resources for their high ability learners will receive additional support from the Gifted and Talented teacher in various ways. This may include additional units of study, challenging resources, student projects, and meeting with the G&T teacher as needed.

Additional Enrichment Opportunities

Across all grade levels 3-5, as recommended by the classroom teacher, students exhibiting a need for additional enrichment may have the opportunity to meet with the G&T teacher as the schedule allows. Groupings will be flexible and monitored to best meet the students' needs throughout the school year. Activities will include, brain teasers, puzzles, strategic thinking activities, problem-solving challenges, and STEM challenges. Students engage in an extended process of asking questions, using resources, and developing answers that lead to thinking about what and how they are learning. Students are held accountable for how they work and use their time by demonstrating their learning through products or presentations.

Students self-select to participate in individual and/or group projects based on interest and commitment. The classroom teacher and/or the enrichment teacher will help guide and monitor student exploration of chosen topics, facilitating their learning with resources and teaching of needed skills.

Secondary Schools
Florence M. Gaudineer Middle School
Jonathan Dayton High School

Grades 6-12: Access to specific content programs with higher levels of academic challenges (i.e. Pre-Algebra, Accelerated Communication Arts, and Advanced Placement Classes)

Dual Credit Courses provide students the opportunity to obtain high school credit, and college credit, simultaneously through partnerships with several institutions.

Project Lead the Way (PLTW) students become builders of technology by engaging in real world activities. Students are empowered as design thinkers collaborating on real world projects.

Gifted and Talented Identification Criteria

The Springfield Schools Gifted and Talented Program recognizes that students require differentiated learning experiences beyond the core curriculum being taught because of their advanced abilities in one or more content areas. These students may also have other cognitive qualities such as curiosity, creativity, motivation, leadership, and passion that require modifications to their academic experience.

Multiple Measures of Eligibility

Kindergarten through grade twelve identification process for gifted and talented students includes multiple measures. Multiple measures may include but are not limited to: achievement test scores; grades; student performance or products; intelligence testing; parent, student, and/or teacher recommendation; and other appropriate measures. The identification methodology is developmentally appropriate, non-discriminatory, and related to the programs and services offered by the Springfield School District. The identification procedures are reviewed annually.

According to N.J.A.C. 6A:8-3.1, all public school districts must have a board-approved gifted and talented identification process and provide services for identified students enrolled in the grades of that school district. The regulations require that identification and services be made available to students in grades K-12.

When students are recommended for the Gifted and Talented Program there are multiple measures that are considered to determine if services are necessary and appropriate. The assessments used are as follows:

- *Cognitive Abilities Test (CogAT)*
- *Classroom Performance/Student Portfolios*
- *DRA2 Level*
- *iReady Diagnostic Scores*
- *Gifted Indicators Checklist*
- *Start Strong/NJSLA Assessment Data*

The N.J.A.C. requires that students be compared to their chronological peers in the local school district. The New Jersey Department of Education has not established state-level criteria for identifying students who are gifted, such as mandated tests or assessments, grade point averages, or IQ scores. Local school districts must use multiple measures to identify students.

Procedures
https://www.straussesmay.com/seportal/Public/DistrictPolicy.aspx?policyid=2464&id=b8a33a9f505e4998a6db3fb8e1de778b

Gifted and Talented Program Identification Matrix

Minimum Score Required for Consideration: 14 Points

1 Point	2 Points	3 Points
Cogat Assessment Overall Stanine Score of a 7	Cogat Assessment Overall Stanine Score of an 8	Cogat Assessment Overall Stanine Score of a 9
iReady Math Assessment Just Below Current Grade Level	iReady Math Assessment On Grade Level	iReady Math Assessment ½ Year + Above Current Level
IReady ELA On Grade Level	IReady ELA ½ Year Above Current Level	IReady ELA One Full Grade Level + Above Current Level
NJSLA Math Approaching Expectations	NJSLA Math Met Expectations	NJSLA Math Exceed Expectations
NJSLA ELA Approaching Expectations	NJSLA ELA Met Expectations	NJSLA ELA Exceed Expectations
HOPE Teacher Rating Scale Raw Score: 11 - 29	HOPE Teacher Rating Scale Raw Score: 30 - 49	HOPE Teacher Rating Scale Raw Score: 50-66

Team meetings present the opportunity to review data and assess the educational needs of all students. Teacher provides examples of student work exhibiting above and beyond grade level expectations, creativity, leadership, critical and abstract thinking. Programs for gifted and talented students will be periodically evaluated for their continuing efficacy and adjusted accordingly. The parent of any student identified as gifted or talented shall be consulted regarding any program designed to address the student's particular needs.

Resource Links
https://riversideinsights.com/cognitive_abilities_test
https://www.curriculumassociates.com/programs/i-ready-learning
https://www.nj.gov/education/assessment/resources/
https://www.routledge.com/HOPE-Teacher-Rating-Scale-Involving-Teachers-in-Equitable-Identification/Gentry-Pereira-Peters-McIntosh-Fugate/p/book/9781618214522#:~:text=The%20HOPE%20Teacher%20Rating%20Scale,making%20it%20easy%20to%20use.

Gifted and talented student: The "*Strengthening Gifted and Talented Education Act*" defines a gifted and talented student as a "student who possesses or demonstrates a high level of ability in one or more content areas when compared to their chronological peers in the school district and who require modifications of their educational program if they are to achieve in accordance with their capabilities."

Twice-exceptional (2E) students: A twice-exceptional (2E) student is defined as "a student who is both gifted and a student with a disability. These students may also be referred to as having dual exceptionalities or as being gifted with learning disabilities (GT/LD). This also applies to students who are gifted with ADHD or gifted with autism" (New Jersey Association for Gifted Children, *www.nagc.org).*

Instructional adaptation: An adjustment or modification to instruction enabling a student who is gifted and talented to participate in, benefit from, and demonstrate knowledge and application of the New Jersey Student Learning Standards in one or more content areas at the instructional level of the student, not just the student's grade level.

Identifying gifted and talented students: The focus of identification is to provide programming and services in which students' specific learning needs and potential are appropriately addressed and met. In every New Jersey school district, there are students who require modifications to the general education curriculum if they are to achieve in accordance with their abilities. By identifying a student's general intellectual ability, creativity, or specific academic area aptitudes, we are acknowledging that they need programming and services outside of the general education/grade level curriculum to advance their learning.

NJDOE Fast Facts

https://www.nj.gov/education/standards/gifted/

https://www.nj.gov/education/standards/gifted/legislation.shtml

Supplemental Resources/Programming for Gifted Students

Edward V. Walton

- PETS Program – Primary Education Thinking Skills
- Group Solutions/Group Solutions 2 – Cooperative Logic Activities
- Lollipop Logic
- Beginning Thinking Skills
- AIMS Education Programming

James Caldwell and Thelma L. Sandmeier

Math/ELA

- Project M3: Mentoring Mathematical Minds
- Junior Great Books
- AIMS Education Programming
- Borenson Hands on Equations
- BizWorld
- Perplexors
- Advanced Math Explorations grade 3-5
- Challenging Units for Gifted Learners (ELA and Math)
- Creative Curriculum Extenders
- Differentiated Lessons & Projects
- Challenge Math Grades 4+
- Differentiating Instruction with Menus (All Content Areas)
- Jacob's Ladder
- Genius Hour/Passion Project
- Spatial Reasoning
- Logic Puzzles, Brain Games, Analogies

STEM

- Engineering is Elementary
- Engineer Throughout the Year
- PBS Design Squad
- DefinedSTEM
- Project Lead the Way (PLTW)

Enrichment Events

Experience for all students to be enriched through events related to the curricular or extracurricular activities. Examples include after school clubs, PTA-sponsored events, leadership opportunities, visual and performing arts, and community service opportunities.

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Additional Enrichment Opportunities

Across all grade levels 3-5, as recommended by the classroom teacher, students exhibiting a need for additional enrichment may have the opportunity to meet with the G&T teacher as the schedule allows. Groupings will be flexible and monitored to best meet the students' needs throughout the school year. Activities will include, brain teasers, puzzles, strategic thinking activities, problem-solving challenges, and STEM challenges. Students engage in an extended process of asking questions, using resources, and developing answers that lead to thinking about what and how they are learning. Students are held accountable for how they work and use their time by demonstrating their learning through products or presentations.

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Dual Credit Courses provide students the opportunity to obtain high school credit, and college credit, simultaneously through partnerships with several institutions.

Project Lead the Way (PLTW) students become builders of technology by engaging in real world activities. Students are empowered as design thinkers collaborating on real world projects.

Gifted and Talented Identification Criteria

The Springfield Schools Gifted and Talented Program recognizes that students require differentiated learning experiences beyond the core curriculum being taught because of their advanced abilities in one or more content areas. These students may also have other cognitive qualities such as curiosity, creativity, motivation, leadership, and passion that require modifications to their academic experience.

Multiple Measures of Eligibility

Kindergarten through grade twelve identification process for gifted and talented students includes multiple measures. Multiple measures may include but are not limited to: achievement test scores; grades; student performance or products; intelligence testing; parent, student, and/or teacher recommendation; and other appropriate measures. The identification methodology is developmentally appropriate, non-discriminatory, and related to the programs and services offered by the Springfield School District. The identification procedures are reviewed annually.

According to N.J.A.C. 6A:8-3.1, all public school districts must have a board-approved gifted and talented identification process and provide services for identified students enrolled in the grades of that school district. The regulations require that identification and services be made available to students in grades K-12.

When students are recommended for the Gifted and Talented Program there are multiple measures that are considered to determine if services are necessary and appropriate. The assessments used are as follows:

- *Cognitive Abilities Test (CogAT)*
- *Classroom Performance/Student Portfolios*
- *DRA2 Level*
- *iReady Diagnostic Scores*
- *Gifted Indicators Checklist*
- *Start Strong/NJSLA Assessment Data*

The N.J.A.C. requires that students be compared to their chronological peers in the local school district. The New Jersey Department of Education has not established state-level criteria for identifying students who are gifted, such as mandated tests or assessments, grade point averages, or IQ scores. Local school districts must use multiple measures to identify students.

Procedures
https://www.straussesmay.com/seportal/Public/DistrictPolicy.aspx?policyid=2464&id=b8a33a9f505e4998a6db3fb8e1de778b

Gifted and Talented Program Identification Matrix

Minimum Score Required for Consideration: 14 Points

1 Point	2 Points	3 Points
Cogat Assessment Overall Stanine Score of a 7	Cogat Assessment Overall Stanine Score of an 8	Cogat Assessment Overall Stanine Score of a 9
iReady Math Assessment Just Below Current Grade Level	iReady Math Assessment On Grade Level	iReady Math Assessment ½ Year + Above Current Level
IReady ELA On Grade Level	IReady ELA ½ Year Above Current Level	IReady ELA One Full Grade Level + Above Current Level
NJSLA Math Approaching Expectations	NJSLA Math Met Expectations	NJSLA Math Exceed Expectations
NJSLA ELA Approaching Expectations	NJSLA ELA Met Expectations	NJSLA ELA Exceed Expectations
HOPE Teacher Rating Scale Raw Score: 11 - 29	HOPE Teacher Rating Scale Raw Score: 30 - 49	HOPE Teacher Rating Scale Raw Score: 50-66

Team meetings present the opportunity to review data and assess the educational needs of all students. Teacher provides examples of student work exhibiting above and beyond grade level expectations, creativity, leadership, critical and abstract thinking. Programs for gifted and talented students will be periodically evaluated for their continuing efficacy and adjusted accordingly. The parent of any student identified as gifted or talented shall be consulted regarding any program designed to address the student's particular needs.

Resource Links
https://riversideinsights.com/cognitive_abilities_test
https://www.curriculumassociates.com/programs/i-ready-learning
https://www.nj.gov/education/assessment/resources/
https://www.routledge.com/HOPE-Teacher-Rating-Scale-Involving-Teachers-in-Equitable-Identification/Gentry-Pereira-Peters-McIntosh-Fugate/p/book/9781618214522#:~:text=The%20HOPE%20Teacher%20Rating%20Scale,making%20it%20easy%20to%20use.

Gifted and talented student: The "*Strengthening Gifted and Talented Education Act*" defines a gifted and talented student as a "student who possesses or demonstrates a high level of ability in one or more content areas when compared to their chronological peers in the school district and who require modifications of their educational program if they are to achieve in accordance with their capabilities."

Twice-exceptional (2E) students: A twice-exceptional (2E) student is defined as "a student who is both gifted and a student with a disability. These students may also be referred to as having dual exceptionalities or as being gifted with learning disabilities (GT/LD). This also applies to students who are gifted with ADHD or gifted with autism" (New Jersey Association for Gifted Children, *www.nagc.org).*

Instructional adaptation: An adjustment or modification to instruction enabling a student who is gifted and talented to participate in, benefit from, and demonstrate knowledge and application of the New Jersey Student Learning Standards in one or more content areas at the instructional level of the student, not just the student's grade level.

Identifying gifted and talented students: The focus of identification is to provide programming and services in which students' specific learning needs and potential are appropriately addressed and met. In every New Jersey school district, there are students who require modifications to the general education curriculum if they are to achieve in accordance with their abilities. By identifying a student's general intellectual ability, creativity, or specific academic area aptitudes, we are acknowledging that they need programming and services outside of the general education/grade level curriculum to advance their learning.

NJDOE Fast Facts

https://www.nj.gov/education/standards/gifted/

https://www.nj.gov/education/standards/gifted/legislation.shtml

Supplemental Resources/Programming for Gifted Students

Edward V. Walton

- PETS Program – Primary Education Thinking Skills
- Group Solutions/Group Solutions 2 – Cooperative Logic Activities
- Lollipop Logic
- Beginning Thinking Skills
- AIMS Education Programming

James Caldwell and Thelma L. Sandmeier

Math/ELA

- Project M3: Mentoring Mathematical Minds
- Junior Great Books
- AIMS Education Programming
- Borenson Hands on Equations
- BizWorld
- Perplexors
- Advanced Math Explorations grade 3-5
- Challenging Units for Gifted Learners (ELA and Math)
- Creative Curriculum Extenders
- Differentiated Lessons & Projects
- Challenge Math Grades 4+
- Differentiating Instruction with Menus (All Content Areas)
- Jacob's Ladder
- Genius Hour/Passion Project
- Spatial Reasoning
- Logic Puzzles, Brain Games, Analogies

STEM

- Engineering is Elementary
- Engineer Throughout the Year
- PBS Design Squad
- DefinedSTEM
- Project Lead the Way (PLTW)

Enrichment Events

Experience for all students to be enriched through events related to the curricular or extracurricular activities. Examples include after school clubs, PTA-sponsored events, leadership opportunities, visual and performing arts, and community service opportunities.