



# Lakewood High School

## Business Department Curriculum

2021-2020

**Entrepreneurship Owning Your Future**  
**Grade Level: Entrepreneurship (gr10-12)**  
**Time Frame: Half Year 2.5 credits**

### Essential Questions

- What is entrepreneurship?
- What are the characteristics of an entrepreneur?
- How can I become an entrepreneur?
- What is the purpose of a business plan?
- Why is market research important to a business?
- What is an economic system?
- What are supply and demand relationships?
- What are the qualities of good business communication?
- Why is it important for an entrepreneur to know basic economic principles?

### Standards

## **New Jersey Core Curriculum Content Standards: 21st Century Life and Careers**

### **9.3 Career and Technical Education CTE**

<https://www.state.nj.us/education/cccs/2014/career/93.pdf>

#### **BUSINESS MANAGEMENT AND ADMINISTRATION Career Cluster (BM)**

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

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

#### *PATHWAY: GENERAL MANAGEMENT (BM-MGT)*

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

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

#### **NJSLS-CLKS**

<https://www.nj.gov/education/cccs/2020/2020%20NJSLS-CLKS.pdf>

#### **2020 NJ Student Learning Standards - Career Readiness, Life Literacies, and Key Skills**

##### *Career Awareness and Planning*

9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.

9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans.

9.2.12.CAP.7: Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest

9.2.12.CAP.8: Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.

##### *Creativity and Innovation*

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

##### *Critical Thinking and Problem Solving*

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving

**21st Century Themes/Careers: Through instruction in life and career skills, all students acquire the knowledge and skills needed to prepare for life as citizens and workers in the 21st century. For further clarification see NJ Standards at**

- **CRP1.** Act as a Responsible and Contributing Citizen and Employee
- **CRP2.** Apply appropriate academic and technical skills.
- **CRP4.** Communicate clearly and effectively and with reason.
- **CRP5.** Consider the environmental, social and economic impacts of decisions.
- **CRP6.** Demonstrate creativity and innovation.
- **CRP7.** Employ valid and reliable research strategies.
- **CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
- **CRP9.** Model integrity, ethical leadership and effective management.
- **CRP10.** Plan education and career paths aligned to personal goals.
- **CRP11.** Use technology to enhance productivity.
- **CRP12.** Work productively in teams while using cultural global competence.
- **9.1 Personal Financial Literacy-** This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.
- **9.2 Career Awareness, Exploration, and Preparation-** This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.
- **9.3 Career and Technical Education-** This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

## **NJSLS-CLKS**

*PATHWAY: Human Resources Management (BM-HR)*

9.3.12.BM-HR.3 Motivate and supervise personnel to achieve completion of projects and business goals.

## **2020 New Jersey Student Learning Standards – Career Readiness, Life Literacies, and Key Skills Introduction**

<https://www.nj.gov/education/cccs/2020/2020%20NJSLS-CLKS.pdf>

### *Digital Citizenship*

Cultivating online reputations for employers and academia requires separating private and professional digital identities

- 9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.

Technology Literacy

Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.

- 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task

Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.

- 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.
- 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem

\*\*Cross-Curricular Content Standards to be Self-Cited Where/When Appropriate

**Unit #1 What is an Entrepreneur? ch1-3**  
**Grade Level: Entrepreneurship (10-12)**  
**Time Frame: approx 6 weeks**

Instructional Plan

Pre-Assessment: Vocabulary

**Chapter 1**  
**Introduction to Entrepreneurship**

SLOs WALT.....	Formative Assessments	Learning Activities	Reflection
Explore what it means to be an entrepreneur	Teacher observation	<b>Section 1-1 - <i>What is Entrepreneurship?</i></b>  Teacher/student discuss Q&A: What is entrepreneurship? Career exploration - Why and how to become an entrepreneur? What are the skills required to open a new	

<p>Analyze the risks and rewards of entrepreneurship.</p> <p>Compare and contrast historic and current entrepreneurs and their achievements</p> <p>Build &amp; increase awareness of career opportunities</p>	<p>Group/individual activities</p> <p>Nepris activity</p> <p><i>Entrepreneurship Issues</i></p> <p>Section 1.1 assessment</p>	<p>business? Do historic entrepreneurs have anything in common with current entrepreneurs?</p> <p>Whole group will complete opening exercise and discuss answers</p> <p>Nepris - video of Entrepreneur industry- career research Entrepreneurship - &amp; video library activity -</p> <p>Students will partner to research historic and current entrepreneurs</p> <p>Students will complete section <i>Entrepreneurship Issues</i> - compare/contrast serial entrepreneurship and an entrepreneurship</p> <p>Utilization of Technology as needed - Microsoft, Google, etc. where/when appropriate Teacher will assist as needed</p>	
<p>Create a list of characteristics of entrepreneurs</p>	<p>Teacher observation</p> <p><i>Entrepreneur Profile</i></p>	<p><b>Section 1-2 - Characteristics of an Entrepreneur?</b></p> <p>Teacher/student discuss Q&amp;A: Who are entrepreneurs? What are the characteristics of successful entrepreneurs? How can you increase your business potential?</p>	
<p>Evaluate ways to increase business potential</p>	<p>Nepris activity</p> <p>Group/individual activities</p>	<p>Whole group will complete opening exercise and discuss answers</p> <p>Students will complete the section <i>Entrepreneur Profile</i> analysis activity - thinking like an entrepreneur - How would they decide on a business opportunity?</p>	
<p>Explain the value of learning about entrepreneurship</p>	<p><i>Teen Entrepreneur</i> simulation</p>	<p>Students will research section <i>Your Business Career</i> researching potential careers, the schooling/training required, for the career</p> <p>Teacher introduces Business Plan Project - <i>The Teen Entrepreneur</i> simulation project - students will research business ownership possibilities, give a description of their business choice, create a tagline and logo for the business</p> <p>Utilization of Technology as needed - Microsoft, Google, etc. where/when appropriate</p>	

	Section 1.2 and chapter assessment	<p>Teacher will assist as needed</p> <p>Students will complete section and chapter assessments</p> <p><b>Benchmark Assessment 1: Review and Assessment, Check Your Understanding</b></p>	
<b>Chapter 2 Entrepreneurship &amp; the Economy</b>			
<p>Demonstrate knowledge of supply/demand relationship through analysis of supply/demand graph</p> <p>Differentiate between different economic systems and the role competition plays</p> <p>Explore the profit motive</p> <p>Compare/contrast for profit and nonprofit businesses</p> <p>Build &amp; increase awareness of career opportunities</p>	<p>Teacher observation</p> <p><i>Your Business Career</i></p> <p>Group/individual activities</p> <p>Nepris activity</p> <p>Section 2.1 assessment</p>	<p><b>Section 2-1- Importance of Entrepreneurship in the Economy?</b></p> <p>Teacher/student discuss Q&amp;A: What is an economic system? What are the three main types of economic systems? Why is the supply/demand relationship important to business? Is competition good for a market economy? What motivates businesses? Career awareness - What are some tools that help you run your business?</p> <p>Whole group will complete opening exercise and discuss answers</p> <p>Nepris - career awareness - video of Entrepreneur in industry - Entrepreneurship - &amp; video library activity</p> <p>Students complete section <i>Business Math</i> - create, analyze, and interpret supply and demand graph</p> <p>Students participate in <i>Experiential Exercise</i> a trading game - to demonstrate voluntary trade, and research to compare/contrast the US economic system to another country</p> <p>Students will complete section <i>Your Business Career</i> - create a personal inventory of skills and abilities and compare to business potential</p> <p>Utilization of Technology as needed - Microsoft, Google, etc. where/when appropriate Teacher will assist as needed</p> <p>Students will complete section assessments</p>	

<p>Explore factors that affect international trade</p> <p>demonstrate knowledge of the global economy</p> <p>Analyze relationships between local and global economy</p>	<p>Teacher observation</p> <p><i>Entrepreneur Issues</i></p> <p><i>Teen Entrepreneur</i> simulation</p> <p>Group/individual activities</p> <p>Nepris activity</p> <p>Section 2.2 and chapter assessment</p>	<p><b>Section 2-2 - Thinking Globally, Acting Locally</b></p> <p>Teacher/student discuss Q&amp;A: Do you care where your clothes are made? Define the global economy. What are some factors that could affect international trade? Is there a relationship between the local economy and the global economy?</p> <p>Extension of <i>Experiential Exercise</i> a trading game - explore international trade barriers</p> <p>Whole group will complete opening exercise and discuss answers</p> <p>Students partner to complete section <i>Entrepreneur Issues</i> alumni networks - How can your friends help you succeed as an entrepreneur?</p> <p>Students will complete section <i>Your Business Career</i> - create a personal inventory of skills and abilities and compare to business potential</p> <p>Teacher/students discuss their business project and the importance of a market analysis. Students investigate and create a market analysis for their business</p> <p>Utilization of Technology as needed - Microsoft, Google, etc. where/when appropriate Teacher will assist as needed</p> <p>Students will complete section and chapter assessments</p> <p><b>Benchmark Assessment 2: Review and Assessment, Check Your Understanding</b></p>	
<p><b>Chapter 3</b> <b>Types of Business and Business Ownership</b></p>			
<p><b>SLOs</b> <b>WALT.....</b></p>	<p><b>Formative Assessments</b></p>	<p><b>Learning Activities</b></p>	<p><b>Reflection</b></p>
<p>Demonstrate knowledge of the four main types of</p>	<p>Teacher observation</p>	<p><b>Section 3-1- Types of Business</b></p>	

<p>business ownership through critique of a case study</p> <p>Analyze trends in business start ups and growth expectations of for business</p> <p>Build &amp; increase awareness of career opportunities</p>	<p><i>Your Business Career</i></p> <p>Group/individual activities</p> <p>Nepris activity</p> <p>Section 3.1 assessment</p>	<p>Teacher/student discuss Q&amp;A: What are the four main types of business? What types of business dominate the US economy - past and currently? Which type of business is predicted to dominate the US economy in the future? Career awareness - Why did you choose this industry?</p> <p>Whole group will complete opening exercise and discuss answers</p> <p>Nepris - career awareness - video of Entrepreneur in industry - Entrepreneurship - &amp; video library activity</p> <p>Students will complete section <i>Your Business Career</i> - thinking critically taking a career aptitude test (online) to evaluate potential careers research and respond</p> <p>Utilization of Technology as needed - Microsoft, Google, etc. where/when appropriate Teacher will assist as needed</p> <p>Students will complete section assessments</p>	
<p>Differentiate between the types of business ownerships to create legal ownership for their business project</p> <p>Demonstrate an understanding of the research and planning needed to start up a business</p>	<p>Teacher observation</p> <p>Nepris activity</p> <p><i>Entrepreneur Profile</i></p> <p><i>Teen Entrepreneur</i> simulation</p> <p>Group/individual activities</p> <p>Section 3.2 and chapter assessment</p>	<p><b>Section 3-2 - Types of Business Ownership</b></p> <p>Teacher/student discuss Q&amp;A: What is liability? What is a sole proprietorship, corporation, partnership, cooperative?</p> <p>Students research (online) the compensation paid to heads of for profit and nonprofit corporations. Compare/contrast, is there a difference?</p> <p>Students introduced to case study, complete section <i>What is an Entrepreneur</i> What would you have done, analyze knowledge needed to start a business and what type of business ownership is appropriate for the given business.</p> <p>Whole group will complete opening exercise and discuss answers</p> <p>Students partner to complete section <i>Entrepreneur Profile</i> - thinking like an entrepreneur</p> <p>Teacher/students discuss and revisit/analyze their business project type of business ownership</p> <p>Utilization of Technology as needed - Microsoft, Google, etc. where/when appropriate</p>	

		<p>Teacher will assist as needed</p> <p>Students will complete section and chapter assessments</p> <p><b>Benchmark Assessment 3: Review and Assessment, Check Your Understanding</b></p>	

<p align="center"><b>Unit 2: Preparing for Business ch4-5</b>  <b>Grade Level: Entrepreneurship (gr10-12)</b>  <b>Time Frame: Approx. 4 weeks</b></p>			
Instructional Plan			
Pre-Assessment: Vocabulary			
Chapter 4 Business Communication			
SLOs WALT.....	Formative Assessments	Learning Activities	Reflection
demonstrate knowledge of written business communication through creation of business	<p>Teacher observation</p> <p>Nepris activity</p>	<p><b>Section 4-1 - <i>Communicating in Business</i></b></p> <p>Teacher/student discuss Q&amp;A: What are the six qualities of good communication? What is meant by active listening? Give examples of written/verbal communication in a business setting? Career awareness - student open questions</p>	

letter, memo, email	<i>Entrepreneur Issues</i>	Nepris - Guest speaker - career awareness - video interactive of Entrepreneur in industry - Entrepreneurship - open questions & video library activity	
Evaluate the appropriate mode of verbal communication within a business setting when using instant messaging, video conferences, and telephone calls	<i>Teen Entrepreneur simulation</i>	Students complete a form of communication that a business would use to communicate (business letter, business memo, email)	
Demonstrate knowledge of active listening skills	Group/individual activities	Whole group complete section activity <i>The Importance of Listening</i>	
Build & increase awareness of career opportunities	Section 4.1 assessment	Whole group will complete opening exercise and discuss answers	
		Students partner to complete section <i>Entrepreneur Issues</i> - thinking critically, research online ways businesses use web conferencing to conduct business	
	Teacher observation	Teacher/students discuss and produce their business project creation of company letterhead and business cards	
Examine why negotiating is important to business	<i>Business Career</i>	Utilization of Technology as needed - Microsoft, Google, etc. where/when appropriate Teacher will assist as needed	
		Students will complete section assessments	
		<b>Section 4-2 - Negotiating</b>	
		Teacher/student discuss Q&A: When negotiating, should someone win? What is bargaining in good faith mean? What four questions can help you outline the issues to be negotiated? Why do negotiating parties make compromises? Why should you tell	

<p>Identify how values impact negotiations with other cultures</p> <p>Demonstrate ways to prepare for and use positive negotiating etiquette through group exercise</p>	<p><i>Teen Entrepreneur</i> simulation</p> <p>Group/individual activities</p> <p>Section 4.2 and chapter assessment</p>	<p>the other party if you can't meet your commitments? How are international negotiations different/similar?</p> <p>Students will complete section <i>Business Math</i> - calculate exchange rates and profit</p> <p>Students complete section <i>Your Business Career</i> - thinking critically to explore expectations and self confidence</p> <p>Teacher/students discuss and engage in proper negotiating etiquette through teacher created exercise</p> <p>Whole group will complete opening exercise and discuss answers</p> <p>Students group to research "How negotiating differs in various cultures"</p> <p>Students will produce an operating plan for their Teen Business</p> <p>Teacher/students discuss and produce their business project creation of company</p> <p>Utilization of Technology as needed - Microsoft, Google, etc. where/when appropriate Teacher will assist as needed</p> <p>Students will complete section 4.2 and chapter assessments</p> <p><b>Benchmark Assessment 4: Review and Assessment, Check Your Understanding</b></p>	
<p>Chapter 5 Ethics and Social Responsibility</p>			
<p>Identify the relationship between values and ethics</p> <p>Demonstrate knowledge of the benefits of using</p>	<p>Teacher observation</p> <p><i>Teen Entrepreneur</i> simulation</p>	<p><b>Section 5-1 Ethical Business Behavior</b></p> <p>Teacher/student discuss Q&amp;A: What are universal values? How does practicing business ethics help attract employees? How do businesses establish an ethical workplace? What are some ethical issues faced by entrepreneurs? What kinds of work do copyrights and patents protect?</p> <p>Teacher/students explore and discuss codes of ethics of existing companies online</p>	

<p>business ethics and ethical behavior through creation of a code of ethics</p> <p>Evaluate solutions to ethical issues in business</p>	<p>Group/individual activities</p> <p>Section 5.1 assessment</p>	<p>Whole group will complete opening exercise and discuss answers</p> <p>Students create a code of ethics for their Teen Business</p> <p>Utilization of Technology as needed - Microsoft, Google, etc. where/when appropriate Teacher will assist as needed</p> <p>Students will complete section assessments</p>	
<p>Evaluate the role of business in corporate social responsibility</p> <p>Analyze entrepreneur's responsibilities to individuals, community, environment through online research of companies that engage in corporate social responsibility</p>	<p>Teacher observation</p> <p><i>Teen Entrepreneur</i> simulation</p> <p>Group/individual activities</p> <p>Section 5.2 and chapter assessment</p>	<p><b>Section 5-2 Social Responsible Business &amp; Philanthropy</b></p> <p>Teacher/student discuss Q&amp;A: What is corporate social responsibility? What four qualities mark a responsible relationship with customers? What is cause related marketing?</p> <p>Teacher/students discuss entrepreneur's responsibilities to individuals, community, environment through online research of companies that engage in corporate social responsibility</p> <p>Students analyze case study section <i>Communicating Effectively and Responsibly</i> analyze effective communication with customers</p> <p>Whole group will complete opening exercise and discuss answers</p> <p>Students partner to complete section <i>Entrepreneur Profile</i> - thinking like an entrepreneur</p> <p>Teacher/students discuss and create the use of a Schedule of Startup Funds required and a database used for customer prospects in the teen business.</p> <p>Utilization of Technology as needed - Microsoft, Google, etc. where/when appropriate</p>	

		<p>Teacher will assist as needed</p> <p>Students will complete section and chapter assessments</p> <p><b>Benchmark Assessment 5: Review and Assessment, Check Your Understanding</b></p>	
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**Unit 3: Opportunity Recognition & Market Analysis ch6-7**  
**Grade Level: Entrepreneurship (gr10-12)**  
**Time Frame: Approx. 4 weeks**

Instructional Plan

**Pre-Assessment: vocabulary**

<b>Chapter 6 Opportunity Recognition</b>			
<p>Demonstrate knowledge of the purpose of a business plan by creation of a plan</p> <p>Identify the different types of business plans through group exercise</p> <p>Critique their business plan to include knowledge of the parts of a business plan</p> <p>Build &amp; increase awareness of</p>	<p>Teacher observation</p> <p>Nepris activity</p> <p><i>Teen Entrepreneur</i> simulation</p> <p>Group/individual activities</p> <p>Section 6.1 assessment</p>	<p><b>Section 6-1 <i>What is a Business Plan?</i></b></p> <p>Teacher/student discuss Q&amp;A: What is the purpose of a business plan? Describe the types and parts of a business plan? What two questions do you need to consider early in the process of developing a business plan? Career awareness - What are the reasons that small businesses fail?</p> <p>Nepris - career awareness - video of Entrepreneur in industry - Entrepreneurship - &amp; video library activity</p> <p>Teacher/students will discuss, investigate, and practice elevator pitch for teen business describing product to potential "investors"</p> <p>Students revisit/revise teen business project to align with the three C's of a business plan to include: concept, customer, capital</p> <p>Whole group will complete opening exercise and discuss answers</p> <p>Students partner to complete section <i>Entrepreneur Profile</i> - thinking like an entrepreneur</p> <p>Utilization of Technology as needed - Microsoft, Google, etc. where/when appropriate</p>	

<p>career opportunities</p> <p>Demonstrate knowledge of ways to recognize business opportunities through creation of SWOT analysis</p> <p>Utilize creative thinking to compare and evaluate business opportunities</p>	<p>Teacher observation</p> <p><i>Teen Entrepreneur</i> simulation</p> <p>Group/individual activities</p> <p>Section 6.2 and chapter assessment</p>	<p>Teacher will assist as needed</p> <p>Students will complete section and chapter assessments</p> <p><b>Section 6-2 <i>What is a Business Opportunity?</i></b></p> <p>Teacher/student discuss Q&amp;A: When is a business idea a business opportunity? What is the difference between critical thinking and creative thinking? What are four common ways you can turn an idea into a business opportunity?</p> <p>Students complete section <i>Business Math</i> calculate royalty fees and market analysis</p> <p>Whole group will complete opening exercise and discuss answers</p> <p>Teacher/students discuss SWOT analysis and students create a SWOT analysis of their teen business to include strengths, weakness, opportunity, threats</p> <p>Utilization of Technology as needed - Microsoft, Google, etc. where/when appropriate Teacher will assist as needed</p> <p>Students will complete section and chapter assessments</p> <p><b>Benchmark Assessment 6: Review and Assessment, Check Your Understanding</b></p>	
<p><b>Chapter 7 Market Research</b></p>			
<p>Demonstrate knowledge of market research methods through</p>	<p>Teacher observation</p>	<p><b>Section 7-1 <i>What is Market Research?</i></b></p>	

<p>group activity utilizing a primary research technique</p> <p>Explore the importance of market research for businesses</p> <p>Identify factors that are considered when targeting a market for teen business</p> <p>Build &amp; increase awareness of career opportunities</p> <p>Explore how to identify competitors</p> <p>Determine business competitive advantage through analysis of competitive matrix</p> <p>Evaluate the steps to take in researching a market</p>	<p>Nepris activity</p> <p><i>Teen Entrepreneur</i> simulation</p> <p>Group/individual activities</p> <p>Section 7.1 assessment</p> <p>Teacher observation</p> <p><i>Teen Entrepreneur</i> simulation</p>	<p>Teacher/student discuss Q&amp;A: What is market research? What is a target market? What are marketing research methods? Career awareness - What is the best way to get our name out there so people will buy our products?</p> <p>Nepris - career awareness - video of Entrepreneur in industry - Entrepreneurship - &amp; video library activity</p> <p>Groups will create a google form to target a market to explore a primary research technique</p> <p>Whole group will complete opening exercise and discuss answers</p> <p>Students will create a marketing plan, promotional letter, and brochure for teen business</p> <p>Teacher/students will complete focus group activity for a familiar product</p> <p>Students will create a market segment chart based on their teen business</p> <p>Utilization of Technology as needed - Microsoft, Google, etc. where/when appropriate Teacher will assist as needed</p> <p>Students will complete section and chapter assessments</p> <p><b>Section 7-2 <i>What is Your Competitive Advantage?</i></b></p> <p>Teacher/student discuss Q&amp;A: What is a competitive advantage? How does indirect competition differ from direct competition? What are two tools used to organize and analyze competitive data?</p> <p>Students complete section <i>Entrepreneur Case Study</i> - Starting a new business, analysis of opportunity recognition and market analysis</p> <p>Students complete <i>Business Math</i>, calculate percentage of potential customers</p> <p>Whole group will complete opening exercise and discuss answers</p>	
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	<p>Group/individual activities</p> <p>Section 7.2 and chapter assessment</p>	<p>Students will identify their competitive advantage and create a newspaper and social media advertisement for teen business</p> <p>Teacher/students whole group complete experiential exercise: <i>Chocolate Bar Market Research Activity</i> to design and implement a market research survey for a created product</p> <p>Teacher/students discuss competitive matrix. Students will create a competitive matrix based on their teen business competitors</p> <p>Utilization of Technology as needed - Microsoft, Google, etc. where/when appropriate</p> <p>Teacher will assist as needed</p> <p>Students will complete section and chapter assessments</p> <p><b>Benchmark Assessment 7: Review and Assessment, Check Your Understanding</b></p>	
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<p><b>Unit 4: Marketing Plan &amp; Sales ch8-9</b>  <b>Grade Level: Entrepreneurship (gr10-12)</b>  <b>Time Frame: Approx. 4 weeks</b></p>			
<p><b>Chapter 8</b>  <b>Marketing your Product</b></p>			
<p>Instructional Plan</p>			
<p><b>SLOs</b>  <b>WALT.....</b></p>	<p><b>Formative Assessments</b></p>	<p><b>Learning Activities</b></p>	<p><b>Reflection</b></p>
<p>Explore the components of a marketing plan</p> <p>Demonstrate knowledge of marketing strategies product, place, price through</p>	<p>Teacher observation</p> <p>Nepris activity</p> <p><i>Experiential Exercise</i></p>	<p><b>Section 8-1 <i>Developing Your Marketing Mix?</i></b></p> <p>Teacher/student discuss Q&amp;A: What is a marketing plan? What are the two main parts of a marketing plan? What is the difference between a direct distribution channel and an indirect one? What is a brand? Determine people, price, place strategies. Career readiness - How do we market our products?</p> <p>Nepris - career awareness - video of Entrepreneur in industry - Entrepreneurship - &amp; video library activity</p>	



		Students will complete section and chapter assessments  <b>Benchmark Assessment 8: Review and Assessment, Check Your Understanding</b>	
<b>Chapter 9 Selling Your Product</b>			

Instructional Plan			
SLOs WALT.....	Formative Assessments	Learning Activities	Reflection
<p>Identify the characteristics of successful salespeople</p> <p>Demonstrate knowledge of the importance of personal selling, and the documents used in selling through participation of mock sales calls</p> <p>Analyze the aspects of the selling process</p> <p>Build &amp; increase awareness of career opportunities</p>	<p>Teacher observation</p> <p>Nepris activity <i>Entrepreneurship Issues</i></p> <p>Group/individual activities</p> <p>Section 9.1 assessment</p>	<p><b>Section 9-1 Principles of Successful Selling?</b></p> <p>Teacher/student discuss Q&amp;A: Why is personal selling effective in dealing with customer objections? Why is being consistent important for a salesperson? What's the difference between a sales lead and a prospect? How can an RFP be helpful to a salesperson? Career awareness - student open questions</p> <p>Nepris - Guest Speaker - career awareness - video interactive of Entrepreneur in industry - Entrepreneurship - open questions &amp; video library activity</p> <p>Students will complete section <i>Entrepreneurship Issues</i> customer word of mouth, thinking critically, promoting a business through word of mouth.</p> <p>Students will complete section <i>Entrepreneurship Case Study</i> marketing and selling, what would you have done?, compare and contrast target markets and promotions</p> <p>Whole group will complete opening exercise and discuss answers</p> <p>Students will conduct a mock sales call.</p> <p>Utilization of Technology as needed - Microsoft, Google, etc. where/when appropriate Teacher will assist as needed</p> <p>Students will complete section assessments</p>	

<p>Investigate who will be needed in a sales force</p> <p>Identify the costs related to a sales force</p> <p>Analyze techniques used in sales forecasting</p>	<p>Teacher observation</p> <p><i>Your Business Career</i></p> <p><i>Teen Entrepreneur simulation</i></p> <p>Group/individual activities</p> <p>Section 9.2 section and chapter assessment</p>	<p><b>Section 9-2 Estimate Sales?</b></p> <p>Teacher/student discuss Q&amp;A: What is the difference between an external sales method and an internal sales method? What are the three main options for compensating salespeople? What are the four general steps taken in sales forecasting?</p> <p>Students will complete section <i>Business Math</i> - calculate selling and sales projections</p> <p>Students develop a sales force plan for their business - research what selling methods they will use, the sales force needed, and estimate the costs related to the sales plan</p> <p>Students will complete section <i>Your Business Career</i> dressing for success, thinking critically, compare/contrast</p> <p>Students work in groups to identify businesses and analyze the business cycles for those businesses</p> <p>Whole group will complete opening exercise and discuss answers</p> <p>Teacher/students will review executive summary. Students will produce an executive summary for thier teen business</p> <p>Utilization of Technology as needed - Microsoft, Google, etc. where/when appropriate Teacher will assist as needed</p> <p>Students will complete section assessments</p> <p><b>Benchmark Assessment 9: Review and Assessment, Check Your Understanding</b></p>	
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**Unit 5: Analyzing Finances ch10, 12.2**  
**Grade Level: Entrepreneurship (gr10-12)**  
**Time Frame: Approx. 2 weeks**

**Chapter 10  
Business Decisions & The Economics of One Unit**

Instructional Plan			
SLOs WALT.....	Formative Assessments	Learning Activities	Reflection
<p>Differentiate between fixed and variable expenses for a business</p> <p>Explore economies of scale</p>	<p>Teacher observation</p> <p><i>Teen Entrepreneur</i> simulation</p> <p><i>Your Business Career</i></p> <p>Group/individual activities</p> <p>Section 10.1 assessment</p>	<p><b>Section 10-1 <i>The Cost of Doing Business</i></b></p> <p>Teacher/student discuss Q&amp;A: What is the difference between fixed vs variable expenses? Give examples. What is an economy of scale?</p> <p>Teacher/students discuss and activity - cost of doing business through creation a class business, analyze the costs incurred by this business</p> <p>Students will complete section <i>Your Business Career</i>, thinking critically development of self esteem</p> <p>Whole group will complete opening exercise and discuss answers</p> <p>Students will create a Business Plan cover for their teen business and begin digital assembly of business plan</p> <p>Utilization of Technology as needed - Microsoft, Google, etc. where/when appropriate Teacher will assist as needed</p> <p>Students will complete section assessments</p>	

<p>Identify a unit of sale</p> <p>Demonstrate knowledge of how to calculate the economics of one unit of sale to determine contribution margin</p>	<p>Teacher observation</p> <p><i>Teen Entrepreneur</i> simulation</p> <p><i>Business Math</i></p> <p>Group/individual activities</p> <p>Section 10.2 and chapter assessment</p>	<p><b>Section 10-2 <i>The Economics of One Unit of Sale</i></b></p> <p>Teacher/student discuss Q&amp;A: What is a unit of sale? How do you calculate the contribution margin for a manufacturing business?</p> <p>Students will complete section <i>Business Math</i> - calculate contribution margins</p> <p>Students will complete section <i>Entrepreneur Profile</i> thinking like an entrepreneur, making business decisions</p> <p>Whole group will complete opening exercise and discuss answers</p> <p>Students work in groups to complete section <i>experiential exercise: economics of one unit</i> activity to calculate contribution margin</p> <p>Students will continue to digitally assemble their business plan for their teen business</p> <p>Utilization of Technology as needed - Microsoft, Google, etc. where/when appropriate Teacher will assist as needed</p> <p>Students will complete section assessments</p> <p><b>Benchmark Assessment 10: Review and Assessment, Check Your Understanding</b></p>	
<p><b>Chapter 12</b> <b>Financial Ratios and Break-Even Analysis</b></p>			
<p>Evaluate the importance of the break-even point for a business</p> <p>Perform a break-even analysis</p>	<p>Teacher observation</p> <p><i>Teen Entrepreneur</i> simulation</p> <p><i>Business Math</i></p>	<p><b>Section 12-2 <i>Break-Even Analysis</i></b></p> <p>Teacher/student discuss Q&amp;A: What is a break-even point? What is the formula used to calculate break-even units? Why are the break-even units important?</p> <p>Students will complete section <i>Business Math 17</i> - calculate break-even points</p> <p>Students will complete section <i>Entrepreneur Profile</i> thinking like an entrepreneur, making business decisions</p>	

	<p>Group/individual activities</p> <p>Section 12.2 assessment</p>	<p>Students will complete section <i>Entrepreneur case study - analyzing finances</i></p> <p>Whole group will complete opening exercise and discuss answers</p> <p>Students will complete and present their business plan for their teen business</p> <p>Utilization of Technology as needed - Microsoft, Google, etc. where/when appropriate Teacher will assist as needed</p> <p>Students will complete section assessments</p> <p><b>Benchmark Assessment 12: Review and Assessment, Check Your Understanding</b></p>	
<b>Summative Performance Assessment</b>			

		The Teen Entrepreneur Simulation	
<b>Summative Assessment</b>			
		<p>Unit 1: Business career research</p> <p>Unit 2: Preparing For Business</p> <p>Unit 3: Starting a New Business</p> <p>Unit 4: Marketing and Selling</p> <p>Unit 5: Analyzing Finances</p>	
<b>Summative Assessment</b>			

		Unit 1: supply and demand graph Unit 2: profits Unit 3: market analysis Unit 4: contribution margins Unit 5: break-even analysis	
By: EH			