

Course Title:	MARKETING & ENTREPRENEURSHIP #519 (A)
Grade(s):	10-12

Course Description
This course is designed to prepare students for entry-level positions in marketing, advertising, and/or public relations. The course will focus on the basic concepts and fundamentals of marketing. Students will learn to make realistic management decisions as they apply what they have learned in the classroom to realistic business simulations and other activities. Integrated throughout the course are career preparation standards, which include basic academic skills, communication, interpersonal skills, problem solving, and workplace safety, technology, and employment literacy connected to core academic standards. This course encourages choice, freedom, opportunity, and experience. In class, this is accomplished through our foundational values, entrepreneurial mindset, economics, marketing, finance, and creating a market in several different ways.
Approved Curricular Materials/Textbook(s)
• Junior Achievement (JA) Entrepreneurial Mindset Curriculum (or similar industry-recognized program) • Contemporary Business/Marketing textbook (Digital or Print) • Current Industry Case Studies and Business News Articles

Unit Title	Unit Description (Include Unit Objectives)	Unit Pacing
Unit 1: Entrepreneurial Abilities, Opportunities, and Market	Description: In this unit, students are introduced to the entrepreneurial mindset and begin working in teams to prepare for a business plan project by assessing their 21st century skills, establishing team norms, and exploring how entrepreneurs identify opportunities and turn ideas into businesses. Students examine the role of the entrepreneur, reflect on their own strengths and areas for growth, consider ethical responsibilities in business, and practice idea generation by identifying problems or needs and proposing products or services that could meet customer needs. Objectives: By the end of Unit 1, students will be able to work effectively in a business team by completing a 21st-century skills self-assessment, identifying team strengths and	Approx. 15 Days

	weaknesses, and setting expectations through a team agreement. Students will also be able to explain how entrepreneurs use an entrepreneurial mindset to recognize opportunities, identify a problem or need, generate and refine ideas for a product or service that meets customer needs, and evaluate different pathways for developing an idea into a business (including starting a new business versus joining or purchasing an existing business or franchise).	
Unit 2: Business Plan	Description: In this unit, students prepare to develop a business plan by working in teams to identify a real business problem, research and write a business challenge statement, and communicate their findings through a brief presentation. Students also learn how business plans are used by stakeholders, examine common business plan components, and practice using evidence and structured decision-making to strengthen and communicate a business idea. Objectives: By the end of Unit 2, students will be able to identify and clearly define a business problem that could be solved with a new product or service, use a structured team process to brainstorm and select a problem, research the issue and write a strong business challenge statement supported by evidence, explain the purpose of a business plan and how different stakeholders use it, identify and evaluate key components of an effective business plan, and communicate their team's work through a clear, concise presentation of the problem, their reasoning, and what their research revealed.	Approx. 15 Days
Unit 3: Economics	Description: In this unit, students continue developing their business concept by creating and evaluating solutions to their team's business problem and selecting one solution to pursue. Students apply key economics concepts to entrepreneurial decision-making, including scarcity, opportunity cost, supply and demand, profit, pricing, and international trade, to better understand how markets and business choices connect in the real world. Objectives: By the end of Unit 3, students will be able to brainstorm multiple business solutions and use research evidence to evaluate feasibility, then use a decision tree to compare options and select the best solution to pursue. Students will also be able to define and apply core economic concepts (including scarcity, opportunity cost, supply	Approx. 15 Days

	and demand) by analyzing how changes in supply/demand affect price and by constructing and interpreting a demand curve. In addition, students will be able to calculate profit (revenue minus expenses), set a profit goal, and plan how profits will be used, explain how price functions as a market signal and must reflect costs and value, and describe how imports/exports and international trade influence business decisions and consumer markets.	
Unit 4: Stages of Small Business Growth	Description: In this unit, students refine and communicate their business idea by describing their product or service, researching competitors and differentiation, and creating a prototype they can share with others. Alongside product development work, students learn the four stages of the small business life cycle—start-up, growth, expansion, and maturity—and analyze the challenges, opportunities, and key decisions entrepreneurs face at each stage to plan how a small business can grow and adapt over time. Objectives: By the end of Unit 4, students will be able to develop a clear written description of their product or service that explains features and benefits and shows how it is different from competitors, and they will be able to create a blueprint/prototype/model that represents their business idea for stakeholders. Students will also be able to recognize and explain the four stages of the business life cycle, describe the primary concerns and challenges entrepreneurs face during the start-up and growth stages and propose solutions, identify the characteristics of the expansion stage and common methods for expanding a business, and evaluate options for responding to maturity-stage declines by selecting an appropriate strategy for moving forward.	Approx. 15 Days
Unit 5: Launchpad: Mastering the Virtual Startup	Description: In this unit, we are moving beyond textbooks and stepping into Virtual Business – Entrepreneurship, a high-stakes simulation where you are the Founder and CEO. You won't just read about market gaps; you'll identify them, choose from over 20 different business types, and build a brand from the ground up. From scouting the perfect location and negotiating bank loans to managing daily operations and scaling into a multi-city empire, this software provides a real-time "flight simulator" for your career.	Approx. 11 Days

	Objectives: By the end of this module, you will be able to conduct comprehensive market research to identify profitable opportunities and synthesize that data into a professional business plan. You will demonstrate mastery over financial literacy by securing startup capital through investor pitches and bank loans, while managing complex operational variables like dynamic pricing, inventory control, and human resources. Finally, you will apply critical thinking to analyze real-time feedback loops and pivot your business strategy to ensure long-term sustainability and growth in a competitive marketplace.	
Unit 8: Business Planning & Pitch (Capstone)	Description: The culminating project unit where students synthesize all prior learning into a professional business proposal. Objectives: Students will structure and write a comprehensive business plan (including executive summary, operations, finance, and marketing sections); create a functional financial projection; and design and deliver a persuasive, time-constrained investor pitch to a panel.	Approx. 5 Days