Black Horse Pike Regional School District
580 Erial Road, Blackwood, NJ 08012

Entrepreneurship

COURSE OF STUDY

Business Department

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Date:
Aug 2026

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Approved by:
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Black Horse Pike Regional School District

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Entrepreneurship

Course Curriculum

Course Overview
Entrepreneurship builds upon fundamental business, financial, and management principles by immersing students in the process of starting, operating, and growing a business enterprise. The course is project-based and focuses on real-world business applications, business plan development, and entrepreneurial strategy. Students will examine idea generation, total product offerings, pricing and distribution networks, consumer market research, and core accounting practices.

The course content below follows the [21st Century Life and Careers].

Course Content and Outline:

	Topics	**Timeline**
Unit 1: Idea Generation & Business Foundations	1. Understanding Entrepreneurship and Forms of Entrepreneurship 2. Start-Up Process 3. Financing a Start-Up 4. Small Business Strategy and Operations 5. Opportunities to Grow a Business 6. Forms of Ownership 7. Legal and Tax Awareness for Business Owners	4 weeks
Unit 2: The Product	1. Product Strategy: Determining the Total Product Offering 2. Innovation, the Product Life Cycle, and the New Product Development Process	3 weeks
Unit 3: Understanding Your Customer: Marketing, Pricing & Distribution	1. Market Research 2. Understanding Customer Behavior 3. Business Markets 4. Pricing Strategies 5. Distribution and Supply Chain	4 weeks

Unit 4: Accounting and Financial Statements	1. What is Accounting? 2. Financial Statements: The Balance Sheet 3. Financial Statements: The Income Statement	3 weeks
Unit 5: Entrepreneurship Capstone - New Venture Proposal (NVP)	1. Refining the Business Concept 2. Completing the Business Plan 3. Marketing & Branding 4. Investor Pitch Development 5. Presentation Skills 6. NVP Competition	4 weeks

Course Expectations and Skills

Materials Needed

- Chromebook
- Notebook and/or three-ring binder with lined paper (as needed)
- Daily planner/Student organizer
- Pen or pencil

Resources

McGraw Hill. 2024. *Entrepreneurship Fundamentals*. National Student Edition. New York: McGraw Hill.

Grading Scale

Students will earn their grades based on the following categories of assignments:

- ***Assessments: 40%***
- ***Classwork Assignments: 60%***

Late Work Submission Policy

- **Daily Work:** A pupil who has been absent from school will be given an opportunity to make up assignments, provided the assignments are completed during a period equal to the length of his/her absence. That period may be extended for the completion of long-term assignments at the discretion of the teacher.

- **When Due Dates are Posted for Assignments:** There will be a 10% reduction for every day late after the posted due date in Genesis, with a maximum of five days late

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Entrepreneurship
Unit 1: Idea Generation & Business Foundations

Updated: July 2026

Unit 1: Idea Generation & Business Foundations	
In this unit, students explore the foundation of entrepreneurship and the launch process. They will examine the essence of entrepreneurship, characteristics of entrepreneurs, and forms of ownership (sole proprietorships, partnerships, LLCs, franchises). Students evaluate pre-start-up planning, traditional business plans, pitch decks, funding options (venture capital, incubators, accelerators), small business operations, legal/tax obligations, and methods for growing a business.	
Essential Questions	**Enduring Understanding**
1. What defines an entrepreneur, and how do different forms of entrepreneurship drive economic value? 2. Why is pre-start-up planning and structured business plan creation crucial prior to launching? 3. How do capital access, ownership choices, legal responsibilities, and growth strategies affect business survival? 4. How do personal values, ethics, and social responsibility shape an entrepreneur's business model and brand identity? 5. In what ways does calculated risk-taking differentiate a successful entrepreneur from a gambler? 6. How do macro-economic trends and marketplace disruptions create new entrepreneurial opportunities? 7. Why might an entrepreneur choose franchising or acquiring an existing business over launching a brand-new startup?	1. Entrepreneurship involves identifying marketplace needs, taking strategic risks, and deploying resources to construct value across various operational forms. 2. Adequate pre-launch planning, market evaluation, and a well-developed business plan reduce risks and align venture goals. 3. Selecting the appropriate ownership structure, funding strategy, and tax setup protects business operations and provides a framework for growth. 4. Ethical decision-making and social responsibility are critical to building long-term brand equity, stakeholder trust, and sustainable market success. 5. Successful entrepreneurs mitigate risk through thorough market validation, iterative pre-startup planning, and financial planning rather than relying on intuition alone. 6. Business growth is non-linear; scaling a venture requires adapting internal operations, securing appropriate capital, and continually monitoring market trends.

	7. Franchising and business acquisitions offer proven operational systems and established customer bases, trading creative autonomy for reduced launch risk.
Tier 2 Vocabulary *High-frequency words used throughout the unit*	**Tier 3 Vocabulary** *Discipline-specific words used throughout the unit*
Pre-start-up, rationale, capital, strategic, equity, liability, acquisition, merger, operational, compliance.	Intrapreneur, Micropreneur, Solopreneur, Side Hustle, Pitch Deck, Incubator, Accelerator, Enterprise Zone, Franchise, Tort Law, Uniform Commercial Code (UCC), Antitrust Legislation.

Unit Learning Targets/Goals/Outcomes

Learning Target	Standards:
1. Summarize the concept of entrepreneurship and describe key characteristics of entrepreneurs. 2. Summarize different forms of entrepreneurship (intrapreneur, solopreneur, side hustle, freelancer). 3. Explain the rationale behind creating a business and the steps to take before writing a business plan. 4. Outline the core elements of a traditional business plan and pitch deck. 5. Explain different funding sources and small business growth resources (incubators, accelerators). 6. Summarize the defining traits of small businesses, home-based ventures, and existing business acquisitions. 7. Describe the pillars of successful business growth and strategies to increase long-term viability. 8. Discuss differences between ownership structures, franchise models, and types of business mergers. 9. Describe types of business law, business taxes, bankruptcy models, and antitrust legislation.	1. 9.3.12.BM-MGT.1, 9.3.12.BM.1 2. 9.3.12.BM-MGT.1, 9.3.12.BM-MGT.3 3. 9.3.12.BM-MGT.3, 9.3.12.MK.1 4. 9.3.12.BM-ADM.1, 9.3.12.BM-MGT.3 5. 9.3.12.FN.1, 9.3.12.FN-ACT.2 6. 9.3.12.BM-MGT.4, 9.3.12.BM-MGT.8 7. 9.3.12.BM.6, 9.3.12.MK.2 8. 9.3.12.BM-ADM.1, 9.3.12.FN.3 9. 9.3.12.BM-ADM.2, 9.3.12.FN-ACT.1

Instructional Strategies & Resources	
Activities/Assignments	**Instructional and Supplemental Materials and Texts**
• How to Tell If You're Equipped for Entrepreneurship self-assessment • Failure Resume Activity • Design the Ideal Wallet Exercise • Using AI to Discover Business Ideas Project • Application Activity: Entrepreneurship: What's Your Bright Idea? • Application Activity: Business Formation: Classic Cruisers • Socially Responsible Entrepreneurship Writing Assignment • Choosing a Form of Ownership Activity	• Video Case: Launching a Business: JCF Health and Fitness • Activity: Entrepreneurs Reinvent Pizza • Video Case: Entrepreneurship and Starting a Small Business • Video Case: Turning Your Side Hustle into a Small Business • Video Case: iSeeit!: The Business Plan: A Roadmap to Success • Video Case: iSeeit!: Forms of Business Ownership • Activity: Forms of Support for Businesses • NGPF: Entrepreneurship modules • *Shark Tank* episodes and clips

ACCOMMODATION/MODIFICATION OPTIONS: General Classes, Special Education, 504 Students, At Risk Students, Gifted & Talented

Assessments:	
Formative	**Summative**
• Daily warm-up questions & discussion • Daily exit checks • Unit vocabulary assignments • Interactive video case reflection checks	• Unit 1 Quiz: Idea Generation & Foundations • NVP Capstone: Business Concept & Foundation (Pitch)

Interdisciplinary Connections:

English Language Arts Standards (NJSLS-ELA)

- **RI.11-12.1:** Cite strong and thorough textual evidence to support analysis of explicit and inferred ideas *(ex: analyzing business plan templates, legal organizational forms, and partnership agreements)*.
- **W.11-12.4:** Produce clear and coherent writing appropriate to task, purpose, and audience *(ex: drafting executive summaries for startup business plans, franchise evaluations, and funding proposals)*.
- **SL.11-12.4:** Present information, findings, and supporting evidence clearly and persuasively *(ex: pitching startup business concepts to prospective investors using structured pitch decks)*.

Mathematics Standards (NJSLS-Math)

- **N-Q.A.1:** Use units as a way to understand problems and guide the solution of multi-step real-world problems *(ex: calculating initial seed capital needs, startup funding requirements, and equity distributions)*.
- **A-CED.A.1:** Create equations and inequalities to represent relationships between quantities *(ex: modeling equity splits between co-founders and startup valuation growth curves)*.

Social Studies Standards (NJSLS-SS)

- **6.1.12.EconEM.2.a:** Explain how innovation and competition drive economic growth *(ex: analyzing how startups, micropreneurs, and disruptive business models stimulate economic development)*.
- **6.1.12.CivicsPI.14.a:** Analyze how economic opportunities and constraints influence decision-making *(ex: evaluating how legal regulations, business tax structures, antitrust laws, and bankruptcy protections shape startup decisions)*.

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Entrepreneurship
Unit 2: The Product

Updated: July 2026

Unit 2: The Product	
In this unit, students examine product strategy and development without covering branding and packaging. Students will learn to analyze a product's Total Product Offering, including core benefits, customer classifications, and business product types. They will evaluate the role of innovation, track a product through the Product Life Cycle (PLC), and apply the six stages of the New Product Development (NPD) process to bring ideas to market.	
Essential Questions	**Enduring Understanding**
1. What constitutes a product's Total Product Offering? 2. How does a product's position in the Product Life Cycle affect business strategy? 3. How do businesses systematically apply innovation to bring new products to market? 4. How do customer feedback and early-stage prototypes convert raw ideas into viable, market-ready products? 5. When should a business innovate and pivot a product versus harvesting or discontinuing it as it reaches the end of its lifecycle? 6. How does a business evaluate whether a product concept is technologically feasible and financially viable before committing major capital? 7. How does the total product offering solve customer pain points through tangible features and augmented services?	1. A product offering includes more than just the item; it encompasses core values, tangible features, and supporting services. 2. The Product Life Cycle dictates shifts in marketing, sales, and product modifications over time. 3. Using a structured New Product Development process manages risk when creating innovative solutions. 4. Iterative concept testing and customer feedback during early product development prevent costly commercial failures down the line. 5. Effective product management requires continuous evaluation of the Product Life Cycle (PLC) to determine when to reinvest, redesign, or phase out a product line. 6. An innovative concept only creates enterprise value if it addresses a genuine consumer need and can be delivered at a sustainable cost structure. 7. Customers do not simply buy physical items; they purchase a complete solution composed of core functional benefits and

	augmented service layers.
Tier 2 Vocabulary *High-frequency words used throughout the unit*	**Tier 3 Vocabulary** *Discipline-specific words used throughout the unit*
Innovation, offering, classification, commercialization, systematic, maturity, decline, utility, features, feasibility.	Total Product Offering, Core Customer Value, Consumer Goods Classifications, Business Product Classifications, Product Life Cycle (PLC), New Product Development (NPD), Idea Screening, Concept Testing, Test Marketing.

Unit Learning Targets/Goals/Outcomes	
Learning Target	**Standards:**
1. Analyze a well-known product's Total Product Offering. 2. Distinguish between various classes of consumer goods/services and business products. 3. Describe the role innovation plays in contemporary business environments. 4. Determine the stage of the Product Life Cycle that best characterizes a given product. 5. Develop a new product concept by executing the stages of the product development process. 6. Formulate a comprehensive value proposition that addresses specific customer pain points through tangible features and augmented services. 7. Differentiate between radical, incremental, and architectural innovation types across diverse business sectors. 8. Design concept-testing instruments and customer feedback loops to validate prototypes prior to full-scale commercialization. 9. Formulate product extension and revision strategies for items transitioning into the maturity and decline phases of the Product Life Cycle.	1. 9.3.12.MK.6, 9.3.12.BM.1 2. 9.3.12.MK.6, 9.3.12.HT-TT.8 3. 9.3.12.MK.5, 9.3.12.BM-MGT.3 4. 9.3.12.MK.2, 9.3.12.MK.6 5. 9.3.12.MK.1, 9.3.12.MK-COM.4 6. 9.3.12.MK.1, 9.3.12.MK-COM.3 7. 9.3.12.BM-MGT.3, 9.3.12.MK.5 8. 9.3.12.MK-MGT.1, 9.3.12.MK.10 9. 9.3.12.MK.2, 9.3.12.MK.6

Instructional Strategies & Resources	
Activities/Assignments	**Instructional and Supplemental Materials and Texts**
● Application Activity: Product and Price Strategies: Vending Ventures ● Total Product Offer Writing Assignment ● Product Life Cycle Classification Activity ● Steps in Developing New Products Activity	● Video Case: iSeeit!: Product Development—Steps Toward Success ● Video Case: Developing New Products at Domino's ● Video Case: iSeeit!: Product Life Cycle ● *Shark Tank* episodes and clips

ACCOMMODATION/MODIFICATION OPTIONS: General Classes, Special Education, 504 Students, At Risk Students, Gifted & Talented

Assessments:	
Formative	**Summative**
● Daily warm-up questions & discussion ● Daily exit checks ● NPD phase review checks ● Concept testing surveys	● Unit 2 Quiz: The Product ● NVP Capstone: New Product Development Portfolio

Interdisciplinary Connections:

English Language Arts Standards (NJSLS-ELA)

- **RI.11-12.3:** Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop *(ex: tracking a product through the stages of the New Product Development process and the Product Life Cycle)*.
- **W.11-12.2:** Write informative/explanatory texts to examine and convey complex ideas clearly and accurately *(ex: detailing a product's Total Product Offering, core benefits, and augmented service layers)*.
- **SL.11-12.1:** Initiate and participate effectively in collaborative discussions *(ex: conducting peer-review concept testing feedback loops for new product prototypes)*.

Mathematics Standards (NJSLS-Math)

- **S-ID.A.1:** Represent data with plots on the real number line and interpret data distributions *(ex: plotting customer preference ratings, product test results, and stage-by-stage Product Life Cycle sales volume)*.

- **S-ID.B.6:** Represent data on two quantitative variables and analyze relationships using regression models *(ex: studying relationships between product R&D expenditure and market adoption rates)*.

Social Studies Standards (NJSLS-SS)

- **6.1.12.EconEM.2.a:** Explain how innovation and competition drive economic growth *(ex: analyzing how continuous product design innovations and feature upgrades spur market competition)*.
- **6.3.12.EconET.3:** Evaluate the impact of economic systems and consumer choices in a global economy *(ex: assessing how global consumer needs influence international product design adaptations)*.

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Entrepreneurship

Unit 3: Understanding Your Customer: Marketing, Pricing & Distribution

Updated: July 2026

<table>
<tr><th colspan="2">Unit 3 Title: Understanding Your Customer: Marketing, Pricing & Distribution</th></tr>
<tr><td colspan="2">This unit covers the processes entrepreneurs use to understand their target customers and make informed business decisions through market research, consumer behavior analysis, pricing, and distribution strategies. Students will examine primary and secondary market research methods, customer purchasing behaviors, market segmentation, and business-to-business (B2B) marketing. They will also explore pricing objectives, break-even analysis, distribution channels, and supply chain logistics while evaluating how customer needs and market data influence pricing, product availability, and overall business success.</td></tr>
<tr><td>Essential Questions</td><td>Enduring Understanding</td></tr>
<tr><td>1. Why is understanding customers essential for entrepreneurial success?
2. How does market research influence pricing decisions?
3. How do entrepreneurs identify and reach target customers?
4. How do customer behaviors affect product pricing and distribution?
5. What role does logistics and supply chains play in customer satisfaction?
6. How do entrepreneurs balance customer value with profitability?</td><td>1. Successful businesses begin with understanding customer needs.
2. Market research reduces risk and improves decision-making.
3. Consumer behavior influences marketing, pricing, and distribution strategies.
4. Pricing decisions must balance customer value, competition, costs, and profit goals.
5. Distribution channels impact customer experience and business profitability.
6. Customer research should guide nearly every entrepreneurial decision.</td></tr>
<tr><td>Tier 2 Vocabulary
High-frequency words used throughout the unit</td><td>Tier 3 Vocabulary
Discipline-specific words used throughout the unit</td></tr>
</table>

Customer, Research, Market, Pricing, Distribution, Logistics, Inventory, Segment, Analytics, Survey, Demand, Revenue, Profit, Margin, Competition	Market Research Process, Consumer Behavior, Customer Persona, Market Segmentation, Primary Research, Secondary Research, Pricing Objectives, Break-even Analysis, Distribution Mix, Supply Chain, Marketing Channels, B2B Marketing, Buying Center, Competitive Intelligence, Wholesaler, Intermediary

Unit Learning Targets/Goals/Outcomes	
Learning Target	**Standards:**
1. Conduct primary and secondary market research. 2. Analyze qualitative and quantitative customer data. 3. Develop customer personas and identify target markets. 4. Explain consumer buying behaviors and influences. 5. Compare B2C and B2B marketing environments. 6. Select appropriate pricing objectives and pricing strategies. 7. Calculate break-even points and profit margins. 8. Evaluate distribution channels and intermediaries. 9. Explain the role of supply chain logistics. 10. Recommend pricing and distribution strategies based on customer research. 11. Present a complete customer-focused marketing plan.	1. 9.3.12.MK.7, 9.3.12.FN-ACT.3 2. 9.3.12.MK.7, N-Q.A.1 3. 9.3.12.MK.7, 9.3.12.BM.1 4. 9.3.12.MK.8, 9.3.12.MK-MER.1 5. 9.3.12.MK.8, 9.3.12.MK.2 6. 9.3.12.MK.8, 9.3.12.BM-ADM.3 7. 9.3.12.FN-ACT.3, N-Q.A.1, A-CED.A.1 8. 9.3.12.BM-ADM.3, 9.3.12.MK.8 9. 9.3.12.MK-MER.1, 9.3.12.MK.8 10. 9.3.12.MK.8, 9.3.12.BM.1

Instructional Strategies & Resources	
Activities/Assignments	**Instructional and Supplemental Materials and Texts**
• Customer Interview Project • Distribution Channel Challenge • Break-Even Calculation Lab • Mystery Shopper Activity • Shark Tank Pricing Pitch	• Video Case: iSeeit!: Determining Costs • Video Case: FedEx Supply Chain Solutions • Video Case: iSeeit!: Types of Distribution—Which Path Is Right For You? • *Shark Tank* episodes and clips

ACCOMMODATION/MODIFICATION OPTIONS: General Classes, Special Education, 504 Students, At Risk Students, Gifted & Talented

Assessments:	
Formative	**Summative**
• Daily warm-up questions & discussion • Exit tickets • Case studies • Kahoot!	• Unit 3 Quiz: Understanding the Customer • NVP Capstone: Customer & Marketing Strategy

Interdisciplinary Connections:

English Language Arts Standards (NJSLS-ELA)

- RI.11-12.7: Integrate and evaluate multiple sources of information presented in different media or formats *(ex: analyzing channel distribution diagrams, intermodal shipping maps, and freight cost tables)*.
- W.11-12.1: Write arguments to support claims using valid reasoning and relevant evidence *(ex: justifying the selection of a direct-to-consumer vs. retail channel mix based on profit margin expectations)*.
- W.11-12.4: Produce clear and coherent writing appropriate to task, purpose, and audience *(ex: drafting formal supply chain proposals and channel partnership terms)*.

Mathematics Standards (NJSLS-Math)

- N-Q.A.1: Use units as a way to understand problems and guide the solution of multi-step real-world problems *(ex: calculating unit shipping costs, inventory carrying fees, and intermediary markups across distribution channels)*.
- A-CED.A.1: Create equations and inequalities to represent relationships between quantities *(ex: formulating equations for total revenues, total costs, and break-even point calculations)*.

Social Studies Standards (NJSLS-SS)

- 6.1.12.EconEM.9.a: Analyze how supply and demand influence price and production decisions *(ex: evaluating how primary pricing objectives, channel intermediary costs, and supply chain bottlenecks influence final product pricing)*.
- 6.3.12.EconET.3: Evaluate the impact of economic systems and consumer choices in a global economy *(ex: studying global supply chain networks, containerization logistics, and international trade routes)*.

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Entrepreneurship
Unit 4: Accounting and Financial Statements

Updated: July 2026

<table>
<tr><th colspan="2">Unit 4: Accounting and Financial Statements</th></tr>
<tr><td colspan="2">This unit introduces financial recording and reporting structures. Students will learn the purpose of accounting, managerial vs. financial accounting, and GAAP compliance through the six-step accounting process. They will explore the basic accounting equation (Assets = Liabilities + Owner's Equity) and construct two foundational financial statements: the Balance Sheet and the Income Statement.</td></tr>
<tr><th>Essential Questions</th><th>Enduring Understanding</th></tr>
<tr><td>1. How does accounting organize financial information to support business decision-making?
2. How does the fundamental accounting equation balance assets, liabilities, and owner's equity?
3. What financial insight is provided by the Balance Sheet compared to the Income Statement?
4. How do financial statements allow entrepreneurs, investors, and lenders to "read" the operational health and trajectory of a business?
5. Why can a business be profitable on paper according to its Income Statement yet still fail due to cash flow challenges?
6. How does the fundamental accounting equation ensure that every business transaction remains accurately balanced?
7. How does adherence to Generally Accepted Accounting Principles (GAAP) protect both business owners and external stakeholders.</td><td>1. Accounting tracks and organizes financial transactions following GAAP guidelines.
2. The fundamental accounting equation keeps financial records in balance across assets, liabilities, and equity.
3. Financial statements detail operational performance over time (Income Statement) and financial position at a given date (Balance Sheet).
4. Financial statements act as a business scorecard, translating daily operational activities into standardized financial metrics.
5. Profitability on an Income Statement does not equal liquid cash; managing cash flow and short-term liabilities is essential for day-to-day survival.
6. The fundamental accounting equation ($Assets = Liabilities + Owner's\ Equity$) ensures complete financial accuracy and systemic balance across accounting periods.
7. Standardized accounting guidelines (GAAP) create financial transparency, enabling fair comparisons, accurate valuations, and investor trust.</td></tr>
<tr><th>Tier 2 Vocabulary</th><th>Tier 3 Vocabulary</th></tr>
</table>

High-frequency words used throughout the unit	*Discipline-specific words used throughout the unit*
Ledger, valuation, fiscal, balance, statement, entry, reconciliation, liability, equity, asset.	Generally Accepted Accounting Principles (GAAP), Six-step Accounting Process, Accounting Equation, Current/Long-Term Assets, Current/Long-Term Liabilities, Owner's Equity, Gross Profit, Operating Expenses, Net Income.

Unit Learning Targets/Goals/Outcomes	
Learning Target	**Standards:**
1. Explain the purpose of accounting and the roles of managerial vs. financial accounting. 2. Explain how financial information is organized via the six-step process in accordance with GAAP. 3. Apply the fundamental accounting equation (Assets = Liabilities + Owner's Equity). 4. Construct and interpret an accurate, well-organized Balance Sheet. 5. Construct and interpret an accurate, well-organized Income Statement. 6. Differentiate between managerial accounting (internal decision-making) and financial accounting (external reporting and compliance). 7. Classify business transactions and accounts into current assets, long-term assets, short-term liabilities, long-term liabilities, or owner's equity. 8. Analyze how operational activities on the Income Statement directly impact balance changes on the Balance Sheet over a fiscal period.	1. 9.3.12.FN-ACT.1, 9.3.12.FN.3 2. 9.3.12.FN-ACT.1, 9.3.12.FN-ACT.2 3. 9.3.12.FN-ACT.2, N-Q.A.1 4. 9.3.12.FN-ACT.3, 9.3.12.FN-ACT.4 5. 9.3.12.FN-ACT.3, 9.3.12.FN-ACT.4 6. 9.3.12.FN-ACT.1, 9.3.12.FN.3 7. 9.3.12.FN-ACT.3, 9.3.12.FN-ACT.4 8. 9.3.12.FN-ACT.2, 9.3.12.FN-ACT.4

Instructional Strategies & Resources	
Activities/Assignments	**Instructional and Supplemental Materials and Texts**
• The Accounting Cycle - Start to Finish Activity • Information in Financial Statements Activity • Balance Sheet and Income Statement Construction Labs	• Video Case: iSeeit!: The Accounting Cycle • Video Case: iSeeit!: Accounting and Financial Statements • Manager's Hot Seat: Accounting—Planning the Future through Finances • *Shark Tank* episodes and clips

ACCOMMODATION/MODIFICATION OPTIONS: General Classes, Special Education, 504 Students, At Risk Students, Gifted & Talented

Assessments:	
Formative	**Summative**
• Daily warm-up questions & discussion • Daily exit checks • Financial statement practice checks • Accounting equation balancing practice	• Unit 5 Quiz: Accounting & Financial Statements • NVP Capstone: Financial Plan

Interdisciplinary Connections:

English Language Arts Standards (NJSLS-ELA)

- **RI.11-12.1:** Cite strong and thorough textual evidence to support analysis of explicit and inferred ideas *(ex: citing evidence from corporate balance sheets, income statements, and GAAP compliance audits to assess financial stability)*.
- **W.11-12.2:** Write informative/explanatory texts to examine and convey complex ideas clearly and accurately *(ex: explaining gross profit margins, operating expense variations, and net income performance in formal financial reports)*.
- **SL.11-12.4:** Present information, findings, and supporting evidence clearly and persuasively *(ex: presenting financial statement summaries and company performance metrics to stakeholders)*.

Mathematics Standards (NJSLS-Math)

- **N-Q.A.1:** Use units as a way to understand problems and guide the solution of multi-step real-world problems *(ex: processing multi-step transaction ledgers, balancing accounts, and compiling operational expenses)*.

- **A-CED.A.1:** Create equations and inequalities to represent relationships between quantities *(ex: modeling the fundamental accounting equation $Assets = Liabilities + Owner's\ Equity$ and net profit calculations)*.

Social Studies Standards (NJSLS-SS)

- **6.1.12.EconEM.9.a:** Analyze how supply and demand influence price and production decisions *(ex: evaluating how profit margins and financial statement performance drive future operational and production choices)*.
- **6.1.12.CivicsPI.14.a:** Analyze how economic opportunities and constraints influence decision-making *(ex: assessing how GAAP requirements, corporate tax regulations, and reporting mandates govern business financial decisions)*.

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Entrepreneurship
Unit 5: Entrepreneurship Capstone – *New Venture Proposal (NVP)* Challenge

Updated: July 2026

Unit 5: Entrepreneurship Capstone – *New Venture Proposal (NVP)* Challenge	
This unit serves as the culminating capstone experience for the Entrepreneurship course. Students will synthesize the knowledge and skills acquired throughout the year to finalize a comprehensive business plan and prepare a professional business pitch. Students will refine their business concept, validate their market opportunity, develop financial projections, create marketing strategies, and produce a compelling investor presentation. During the final two weeks of the unit, students will participate in a Shark Tank-style pitch competition, presenting their business to a panel of judges while defending their entrepreneurial decisions through a question-and-answer session.	
Essential Questions	**Enduring Understanding**
1. What makes a business idea investment-worthy? 2. How do entrepreneurs communicate value to investors? 3. How can research and financial planning strengthen a business proposal? 4. What makes an effective business presentation? 5. How do entrepreneurs respond to constructive criticism and investor questions?	1. Successful entrepreneurs continually refine their business ideas using research and feedback. 2. A complete business plan communicates the viability of a business. 3. Financial planning and market research increase investor confidence. 4. Strong presentation and communication skills are essential for securing funding. 5. Entrepreneurs must justify and defend business decisions using evidence and data.
Tier 2 Vocabulary	**Tier 3 Vocabulary**

High-frequency words used throughout the unit	*Discipline-specific words used throughout the unit*
Pitch, Investor, Prototype, Revenue, Funding, Growth, Innovation, Opportunity, Feedback, Reflection	Business Plan, Executive Summary, Value Proposition, Elevator Pitch, Competitive Advantage, Return on Investment (ROI), Startup Costs, Financial Projection, Break-even Analysis, Target Market, Market Opportunity, Investment Capital

Unit Learning Targets/Goals/Outcomes	
Learning Target	**Standards:**
1. Finalize a comprehensive business plan by integrating all components developed throughout the course into a cohesive entrepreneurial plan. 2. Refine branding and marketing strategies to effectively communicate the business's value proposition and appeal to its target market. 3. Develop financial projections that demonstrate the feasibility and sustainability of the business. 4. Create a professional investor pitch deck that clearly communicates key aspects of the business concept. 5. Deliver a persuasive business pitch using effective communication, presentation skills, and supporting evidence. 6. Defend business decisions by responding to investor questions with confidence and professionalism. 7. Evaluate peer presentations using established criteria and provide constructive feedback. 8. Reflect on the entrepreneurial process by assessing personal growth, challenges, and accomplishments throughout the course.	1. 9.3.12.MK.1, 9.3.12.MK-MGT.1 2. 9.3.12.MK.1, 9.3.12.MK-MGT.4 3. 9.3.12.MK.3, 9.3.12.MK.5 4. 9.3.12.MK.3, 9.3.12.MK-COM.3 5. 9.3.12.MK.3, 9.3.12.BM-MGT.3 6. 9.3.12.MK-MGT.1, 9.3.12.MK.1 7. 9.3.12.MK-MGT.4, 9.3.12.BM.2 8. 9.3.12.MK.3, 9.3.12.MK.5 9. 9.3.12.BM-MGT.3, 9.3.12.MK.3

Instructional Strategies & Resources	
Activities/Assignments	**Instructional and Supplemental Materials and Texts**
• Business Plan & Pitch Deck Development • Mock Shark Tank Presentation & Peer Feedback • Final Shark Tank Competition	• Business Plan & Pitch Deck Templates • Shark Tank Pitch Videos & Evaluation Rubric • Teacher-Created Checklists and Financial Planning Resources

ACCOMMODATION/MODIFICATION OPTIONS: General Classes, Special Education, 504 Students, At Risk Students, Gifted & Talented

Assessments:	
Formative	**Summative**
• Business Plan Progress Check • Mock Pitch Presentation • Peer & Teacher Feedback Conference	• Final Business Plan and Pitch Deck • NVP Presentation & Investor Q&A

Interdisciplinary Connections:

English Language Arts Standards (NJSLS-ELA)

- **RI.11-12.6:** Determine an author's point of view or purpose and analyze how rhetoric advances the point of view *(ex: identifying biases in consumer feedback surveys, focus group transcripts, and market research studies)*.
- **RI.11-12.7:** Integrate and evaluate multiple sources of information presented in different media or formats *(ex: evaluating demographic data, buyer survey responses, and target audience trend graphs)*.
- **W.11-12.1:** Write arguments to support claims using valid reasoning and relevant evidence *(ex: defending consumer persona profiles and target market segmentation strategies using research findings)*.
- **SL.11-12.4:** Present information, findings, and supporting evidence clearly, concisely, and persuasively such that listeners can follow the line of reasoning (e.g., delivering a structured investor pitch deck to potential funders).
- **SL.11-12.6:** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate (e.g., defending business assumptions and responding professionally during the investor Q&A session).
- **W.11-12.2:** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately (e.g., compiling the multi-section Executive Summary and New Venture Proposal document).

Mathematics Standards (NJSLS-Math)

- **S-ID.A.1:** Represent data with plots on the real number line (e.g., constructing dot plots or box plots to visualize market survey response distributions, price tolerance ranges, and projected sales volume variability).
- **S-ID.C.9:** Distinguish between correlation and causation (e.g., evaluating whether positive relationships in customer survey data indicate actual buying intent or mere brand awareness).
- **F-LE.A.2:** Construct linear and exponential functions to model relationships (e.g., modeling startup revenue growth curves, operating expense trajectories, and customer acquisition cost trends).

Social Studies Standards (NJSLS-SS)

- **6.1.12.EconEM.2.a:** Explain how innovation and competition drive economic growth (e.g., evaluating how the proposed venture introduces new market value, disrupts competitors, or fills local market gaps).
- **6.1.12.CivicsPI.14.a:** Analyze how economic opportunities and constraints influence decision-making (e.g., navigating local zoning, small business regulations, municipal licensing, and corporate tax structures for the proposed entity).
- **6.3.12.EconET.1:** Evaluate the impact of economic decisions on local and global communities (e.g., assessing the social responsibility, job creation potential, and community impact of the proposed new venture).