

PASCACK VALLEY REGIONAL HIGH SCHOOL DISTRICT

**Pascack Hills High School, Montvale, New Jersey
Pascack Valley High School, Hillsdale, New Jersey**

Course Name: Entrepreneurship

Born on: August, 2020
Previous Revision: July, 2023
Current Revision: July, 2026
Board Approval: 8/24/2026

COURSE DESCRIPTION: Entrepreneurship

Using various entrepreneurial models, students work as team members in a simulated business environment within the high school setting. The course familiarizes students with the world of small business and asks them to analyze personal strengths and areas for growth relative to launching a career in entrepreneurship. Attention is given to planning, financing, starting, marketing, accounting for, and managing a business. Students perform business functions such as purchasing, accounting, marketing, human resources, and management as a simulated company transacts business in a mock setting. Decision-making, critical thinking, collaboration, communication, and responsible use of technology are embedded throughout the course.

Student Outcomes

- Explain the role of entrepreneurs and small businesses in local, national, and global economies.
- Evaluate entrepreneurial ideas for feasibility, customer need, competition, risk, resources, and potential value.
- Compare common forms of business ownership and identify legal, operational, and financial considerations involved in starting a business.
- Use business and financial vocabulary accurately in written, oral, and collaborative work.
- Apply introductory accounting concepts by recording transactions in a general journal and ledger and by interpreting basic financial information.
- Develop a coherent business plan that includes an executive summary, business overview, market analysis, marketing plan, and financial information.
- Conduct and evaluate market research; identify a target market; and apply the marketing mix to an entrepreneurial venture.
- Use quantitative evidence, spreadsheets, charts, and other digital tools to support business decisions and communicate conclusions.
- Evaluate information and media for credibility, relevance, point of view, bias, and ethical use.
- Demonstrate creativity, collaboration, professional communication, ethical reasoning, and perseverance in authentic entrepreneurial tasks.
- Identify business and entrepreneurship career pathways, transferable skills, and sources of education, mentoring, and start-up support.

Interdisciplinary Connections

Teachers will integrate English Language Arts and Mathematics as authentic tools for entrepreneurial analysis. Students read and evaluate business information, write business plans and evidence-based recommendations, participate in collaborative discussions and pitches, interpret quantitative information, use mathematical models and spreadsheets, and communicate conclusions to authentic audiences. Science standards are included only when a unit contains a direct science performance expectation; no science standard is assigned solely for alignment purposes.

Course Configuration and Standards Alignment

Course Type: Stand-alone course | Grade Band: 9-12 | Standards Grade Band: 9-12

The curriculum uses only Career Readiness, Life Literacies, and Key Skills performance expectations directly supported by Entrepreneurship content. Unit maps emphasize relevant 9.1 Personal Financial Literacy expectations, selected 9.2 Career Awareness and Planning expectations, and selected 9.4 Life Literacies and Key Skills expectations for creativity, critical thinking, digital citizenship, information and media literacy, collaboration, and technology literacy.

Core Instructional and Supplemental Materials

- Core materials: district/teacher-created entrepreneurship, business planning, accounting, marketing, financial literacy, and business-analysis materials aligned to unit objectives.
- Primary and authentic sources may include current company profiles, entrepreneurial case studies, advertisements and marketing artifacts, financial statements, transaction records, business-plan samples, market-research data, and teacher-selected current business news.
- Supplemental resources may include The Wall Street Journal, EverFi, Practical Money Skills, Banzai, EconEdLink, Financial Fitness for Life, FDIC Money Smart, Hands on Banking, MoneySKILL, Cents and Sensibility, and other teacher-approved current resources.
- Accessible/leveled versions, vocabulary supports, audio/digital text, teacher-created summaries, graphic organizers, exemplars, and alternative media are used when required by IEP, 504, multilingual learner, or other documented student needs.

Assessment Framework

Each unit identifies formative (F), summative (S), benchmark (B), and alternative (A) assessments. Common benchmark checkpoints are described in Appendix C. Alternative formats measure the same priority objectives and may include oral defense/conference, spreadsheet models, annotated financial records, recorded presentations or pitches, business simulations, portfolios, or project-based demonstrations as appropriate.

Pacing Guide

Unit	Focus	Time Frame
I	What It Means to Be an Entrepreneur	10 weeks
II	Accounting in Business	10 weeks
III	Creating and Developing a Business Plan	10 weeks
IV	Marketing Your Small Business	10 weeks

Pacing reflects the existing curriculum time frames and may be adjusted for the school calendar, student readiness, reteaching, enrichment, business simulations, and assessment needs while maintaining the sequence and priority standards.

Unit I - What It Means to Be an Entrepreneur

Content/Topic	Key Learning Items/Concepts	Observable Proficiencies and Skills	NJSLS	Benchmark / Performance / Assessments	Suggested Materials
Unit I - What It Means to Be an Entrepreneur Time Frame: 10 Weeks Content Statement: Students investigate entrepreneurship, opportunity recognition, customer need, competition, ownership, risk, resources, and the process of turning an idea into a viable small-business concept. Essential Questions: • What characteristics and habits support successful entrepreneurship? • How does an idea become a viable business opportunity? • What risks, resources, legal considerations, and sources of capital should an entrepreneur evaluate before launching? • How do entrepreneurs use evidence and feedback to improve an idea?	• Entrepreneurial mindset and characteristics • Opportunity recognition and customer need • Value proposition • Business ownership and start-up requirements • Risk and reward • Sources of start-up capital • Competition and market conditions • Business ethics and social responsibility • Entrepreneurship career pathways	Students will be able to: • Research and analyze an entrepreneur or small business as a case study. • Evaluate a business idea for customer need, feasibility, competition, risk, and resources. • Compare basic ownership options and identify relevant start-up considerations. • Identify possible sources of start-up capital and explain tradeoffs. • Use credible business information and feedback to revise an entrepreneurial idea. • Connect personal strengths, transferable skills, and career goals to entrepreneurship. Differentiation / Supports: • Apply appropriate IEP/504, Multilingual Learner, at-risk, and Gifted & Talented supports. See Appendix A.	Career Readiness, Life Literacies & Key Skills • 9.1.12.CFR.3 • 9.1.12.EG.5 • 9.2.12.CAP.6 • 9.2.12.CAP.21 • 9.2.12.CAP.22 • 9.2.12.CAP.23 • 9.4.12.CI.1 • 9.4.12.CI.2 • 9.4.12.CT.1 • 9.4.12.CT.2 • 9.4.12.IML.2 • 9.4.12.TL.1 ELA • RI.CR.9-10.1 / RI.CR.11-12.1 • W.IW.9-10.2 / W.IW.11-12.2 • W.SE.9-10.6 / W.SE.11-12.6 • SL.PE.9-10.1 / SL.PE.11-12.1 Mathematics • MP.2 • MP.4 • MP.5	Formative (F) • Entrepreneur/business case-study analysis • Opportunity/need statement and customer profile • Class discussion, research notes, quick writes, feasibility checks Summative (S) • Entrepreneur profile and start-up opportunity/feasibility analysis Benchmark (B) • Benchmark 1 evidence: entrepreneurial mindset, opportunity recognition, ownership, risk/reward, start-up resources, and source evaluation Alternative (A) • Oral pitch/conference, one-page business concept with annotated evidence, or recorded presentation demonstrating the same criteria	• Entrepreneurship case studies • Current small-business/company profiles • The Wall Street Journal / teacher-selected business news • EverFi / EconEdLink • Business ownership/start-up reference materials • Teacher-created feasibility and customer-profile templates

Unit II - Accounting in Business

Content/Topic	Key Learning Items/Concepts	Observable Proficiencies and Skills	NJSLS	Benchmark / Performance / Assessments	Suggested Materials
Unit II - Accounting in Business Time Frame: 10 Weeks Content Statement: Students apply introductory accounting and financial-management concepts to the operation of a small business, including transaction recording, journals, ledgers, budgets, banking, credit, and basic financial information used for decision-making. Essential Questions: • Why must entrepreneurs maintain accurate financial records? • How are business transactions recorded and organized? • How do budgets, cash flow, banking, credit, interest, and financial information affect business decisions? • How can spreadsheets and internal controls improve accuracy and decision-making?	• Accounting equation and transaction analysis • Double-entry accounting basics • General journal • General ledger • Revenue, expense, assets, liabilities, and owner equity • Budgeting and cash flow • Banking and reconciliation • Credit and financing costs • Interest and fees • Internal controls and ethical recordkeeping	Students will be able to: • Record sample business transactions accurately in a general journal. • Post and organize transactions in a basic ledger. • Prepare and interpret a simple operating budget/cash-flow model. • Use spreadsheet formulas to calculate totals, differences, percentages, interest, and other basic financial measures. • Explain how accurate records and internal controls support business decisions and integrity. • Use financial information to identify a business problem and recommend an action. Differentiation / Supports: • Apply appropriate IEP/504, Multilingual Learner, at-risk, and Gifted & Talented supports. See Appendix A.	Career Readiness, Life Literacies & Key Skills • 9.1.12.CP.1 • 9.1.12.FI.2 • 9.1.12.FI.4 • 9.1.12.PB.3 • 9.1.12.PB.6 • 9.2.12.CAP.23 • 9.4.12.CT.1 • 9.4.12.CT.2 • 9.4.12.IML.3 • 9.4.12.TL.1 • 9.4.12.TL.2 ELA • RI.CR.9-10.1 / RI.CR.11-12.1 • W.IW.9-10.2 / W.IW.11-12.2 • SL.II.9-10.2 / SL.II.11-12.2 Mathematics • MP.2 • MP.4 • MP.5 • MP.6	Formative (F) • Journal and ledger practice • Spreadsheet/budget checkpoints • Transaction-analysis warm-ups and error corrections • Short financial interpretation responses Summative (S) • Small-business accounting/financial operations project using journal, ledger, budget/cash-flow evidence, and written analysis Benchmark (B) • Benchmark 2 evidence: transaction recording, quantitative accuracy, spreadsheet use, budgeting/financing concepts, and interpretation of business financial information Alternative (A) • Teacher conference/oral explanation paired with completed financial records or spreadsheet model; reduced-volume task that preserves priority skills	• Teacher-created journals, ledgers, and transaction sets • Sample business financial records • Spreadsheet software • FDIC Money Smart / Hands on Banking • Practical Money Skills / Banzai • Calculators and teacher-created reference sheets

Unit III - Creating and Developing a Business Plan

Content/Topic	Key Learning Items/Concepts	Observable Proficiencies and Skills	NJSLS	Benchmark / Performance / Assessments	Suggested Materials
Unit III - Creating and Developing a Business Plan Time Frame: 10 Weeks Content Statement: Students synthesize entrepreneurial, market, management, and financial thinking into a formal business plan designed to explain and justify a small-business concept to potential investors, partners, or other stakeholders. Essential Questions: • Why is a written business plan important? • What evidence makes a business concept credible to investors and stakeholders? • How should an entrepreneur organize market, operational, and financial information into a coherent plan? • How can feedback, revision, and presentation strengthen a business proposal?	• Executive summary • Business overview and value proposition • Customer problem/need • Market analysis • Competitive analysis • Operations and management • Marketing plan • Financial assumptions and projections • Start-up resources/capital • Business-plan organization and professional presentation	Students will be able to: • Develop each major component of a coherent business plan. • Gather and evaluate credible business, market, and financial evidence. • Use quantitative information, tables, charts, and financial assumptions to support a business proposal. • Write clearly for an authentic business audience using appropriate organization and terminology. • Revise a business plan based on peer, teacher, or mentor feedback. • Present and defend the business concept using evidence and professional communication. Differentiation / Supports: • Apply appropriate IEP/504, Multilingual Learner, at-risk, and Gifted & Talented supports. See Appendix A.	Career Readiness, Life Literacies & Key Skills • 9.1.12.CFR.3 • 9.1.12.EG.5 • 9.2.12.CAP.21 • 9.2.12.CAP.22 • 9.2.12.CAP.23 • 9.4.12.CI.1 • 9.4.12.CT.1 • 9.4.12.CT.2 • 9.4.12.IML.2 • 9.4.12.IML.3 • 9.4.12.IML.4 • 9.4.12.TL.1 • 9.4.12.TL.2 • 9.4.12.TL.3 ELA • RI.CR.9-10.1 / RI.CR.11-12.1 • W.AW.9-10.1 / W.AW.11-12.1 • W.IW.9-10.2 / W.IW.11-12.2 • W.SE.9-10.6 / W.SE.11-12.6 • SL.PE.9-10.1 / SL.PE.11-12.1 Mathematics • MP.2 • MP.4 • MP.5 • MP.6	Formative (F) • Business-plan component drafts • Research/source checks • Peer review and revision conferences • Financial assumption/data checkpoints • Practice pitches Summative (S) • Formal business plan and investor/stakeholder pitch Benchmark (B) • Benchmark 3 evidence: integrated business-plan milestone demonstrating research, organization, quantitative evidence, feasibility, revision, and professional communication Alternative (A) • Multimedia or recorded pitch plus structured business-plan portfolio/organizer demonstrating the same standards and mastery criteria	• Business-plan templates and exemplars • Entrepreneurship case studies • Teacher-selected market and industry data • Spreadsheet/presentation tools • EverFi / EconEdLink • The Wall Street Journal / current business sources

Unit IV - Marketing Your Small Business

Content/Topic	Key Learning Items/Concepts	Observable Proficiencies and Skills	NJSLS	Benchmark / Performance / Assessments	Suggested Materials
Unit IV - Marketing Your Small Business Time Frame: 10 Weeks Content Statement: Students apply market research, target-market analysis, the marketing mix, advertising/media literacy, consumer data, digital tools, and ethical considerations to design and evaluate a marketing strategy for a small business. Essential Questions: - How can a small business identify and understand its target market? - How do the four Ps work together in an effective marketing strategy? - How can research and data improve marketing decisions? - How do media choices, bias, persuasive messaging, privacy, intellectual property, and consumer protection affect marketing?	- Target market and segmentation - Customer profile - Market research - Surveys, observation, and focus groups - Marketing mix: product, price, place, promotion - Branding and positioning - Advertising and digital channels - Media measurement and campaign performance - Consumer data/privacy - Intellectual property and ethical marketing - Bias, motivation, and persuasive messages	Students will be able to: - Design or evaluate a market-research method for a specific business question. - Analyze qualitative and quantitative market data and communicate findings. - Define a target market and develop a customer profile. - Create a marketing strategy using the four Ps and evidence from research. - Evaluate advertising/media for audience, credibility, bias, motivation, explicit/implicit messages, and effectiveness. - Explain basic privacy, intellectual-property, consumer-protection, and ethical considerations in marketing. - Present and defend marketing choices using evidence and data. Differentiation / Supports: - Apply appropriate IEP/504, Multilingual Learner, at-risk, and Gifted & Talented supports. See Appendix A.	Career Readiness, Life Literacies & Key Skills 9.1.12.EG.6 9.4.12.CI.1 9.4.12.CT.1 9.4.12.DC.1 9.4.12.DC.4 9.4.12.IML.2 9.4.12.IML.3 9.4.12.IML.4 9.4.12.IML.8 9.4.12.IML.9 9.4.12.TL.1 9.4.12.TL.3 ELA - RI.CR.9-10.1 / RI.CR.11-12.1 - W.AW.9-10.1 / W.AW.11-12.1 - W.SE.9-10.6 / W.SE.11-12.6 - SL.PE.9-10.1 / SL.PE.11-12.1 - SL.II.9-10.2 / SL.II.11-12.2 Mathematics - MP.2 - MP.4 - MP.5 - MP.6	Formative (F) - Customer-profile and segmentation tasks - Survey/focus-group/observation planning - Market-data analysis - Advertisement/media analysis - Marketing-mix checkpoints and peer critique Summative (S) - Evidence-based marketing plan/campaign for the student business concept Benchmark (B) - Benchmark 4 / culminating evidence: integrated entrepreneurship capstone connecting market research, marketing strategy, media/data literacy, business-plan evidence, and oral/written defense Alternative (A) - Recorded marketing pitch, annotated campaign portfolio, or structured oral defense using the same evidence and performance criteria	- Field-work market research: surveys, observations, focus groups - Teacher-selected advertisements and digital marketing examples - Current market/industry data - Spreadsheet and survey-analysis tools - The Wall Street Journal / business news - EverFi / Practical Money Skills / EconEdLink

APPENDIX A - ACCOMMODATIONS AND MODIFICATIONS

Accommodations and modifications are implemented in accordance with student IEPs, 504 Plans, multilingual learner needs, documented instructional needs, and district procedures. Supports should preserve the essential course concepts and priority performance expectations while providing appropriate access, scaffolding, response options, and enrichment.

Learner Group	Instructional Supports	Assessment / Product Supports
Special Education / IEP	Preferential seating; guided notes; explicit modeling; chunked directions; graphic organizers; reduced visual clutter; frequent checks for understanding; extended time; reteaching; assistive technology; scaffolded vocabulary and calculations; formula/reference sheets as documented.	Extended time and flexible setting when documented; shortened/reduced-volume tasks while preserving priority objectives; word banks/reference sheets; alternative response modes; oral clarification of directions; chunked assessments; project or performance-based alternatives when appropriate.
504 Plans	Access supports consistent with the individual 504 Plan, including seating, breaks, time-management supports, extended time, flexible setting, access to notes/reference tools, and organization supports.	Flexible timing/setting and other documented assessment accommodations; alternative presentation/response format when allowed by the plan without changing the measured standard.
Multilingual Learners	Preteach and revisit business vocabulary; visuals, models, exemplars, sentence frames, bilingual resources/dictionaries when appropriate; partner/collaborative support; oral and written directions; chunked reading; build background knowledge.	Clarify language without changing content demand; allow oral/visual supports; extended time as appropriate; structured writing/presentation frames; alternate demonstration modes when they measure the same objective.
Students Below Grade-Level Proficiency / At Risk	Frequent formative checks; guided practice; small-group reteaching; exemplars; checklists; chunked projects; progress conferences; high-interest/authentic cases; organization and time-management supports; repeated practice with spreadsheets and financial records.	Common-time/after-school support; additional review; reduced task volume with preserved priority skills; staged deadlines; alternative assessments; opportunities to revise or demonstrate mastery through a different approved format.
Gifted and Talented	Advanced case studies; independent research; student-designed ventures; deeper market/financial analysis; expanded data sets; leadership/facilitation roles; mentor/community connections; open-ended problem solving; acceleration through mastered content.	Complex extensions to business plans and pitches; independent research products; advanced quantitative/market analysis; authentic audience presentations; student-designed performance tasks aligned to unit standards.

APPENDIX B - ENTREPRENEURSHIP SKILLS AND MASTERY EXPECTATIONS

Skill Area	Mastery Expectation
Opportunity Recognition and Feasibility	Identify a customer problem/need, articulate a value proposition, analyze competition and resources, and justify whether an idea is feasible using evidence.
Entrepreneurial Decision-Making	Compare alternatives, identify risk/reward and tradeoffs, consider ethical and stakeholder consequences, and justify a course of action.
Accounting and Financial Operations	Record basic transactions accurately; organize records; use budgets/cash-flow models; apply basic credit, banking, interest, and financing concepts; interpret results.
Business Planning	Create and revise a coherent business plan that integrates business overview, customer/market evidence, marketing strategy, operations/management, and financial information.
Marketing and Market Research	Define a target market, select appropriate research methods, analyze data, apply the four Ps, and justify a marketing strategy.
Research and Information/Media Literacy	Evaluate business and media sources for credibility, timeliness, relevance, perspective, bias, motivation, and ethical use; distinguish evidence from unsupported claims.
Quantitative/Data Analysis	Use calculations, tables, charts, spreadsheets, survey results, transaction records, budgets, and market data to support business claims and decisions.
Communication and Collaboration	Write, present, pitch, discuss, and defend business ideas clearly; collaborate productively; respond to feedback; communicate professionally with authentic audiences.
Technology and Digital Citizenship	Select appropriate digital tools; use spreadsheets and collaborative platforms; manage sources and data responsibly; address privacy, intellectual-property, and professional digital-identity considerations.

APPENDIX C - COMMON BENCHMARK CHECKPOINTS

Checkpoint	Timing	Common Evidence / Mastery Focus
Benchmark 1	During/after Unit I	Entrepreneurial mindset, opportunity recognition, customer need, feasibility, ownership/start-up considerations, risk/reward, start-up resources, and credible-source use.
Benchmark 2	During/after Unit II	Transaction recording, general journal/ledger skills, budgeting/cash flow, spreadsheet use, quantitative accuracy, financing/credit/banking concepts, and interpretation of business financial information.
Benchmark 3	During/after Unit III	Business-plan milestone integrating research, market evidence, financial assumptions, business-plan organization, revision, feasibility, and professional written/oral communication.
Benchmark 4	During/after Unit IV	Culminating entrepreneurship task integrating market research, target market, marketing mix, media/data literacy, ethical/digital considerations, business-plan evidence, and oral/written defense.

Benchmark evidence may be collected through a common written task, data-analysis task, accounting/financial artifact, business-plan component, marketing product, presentation, or teacher-approved equivalent. Alternative benchmark formats may be provided when required by a student plan while preserving the same priority standards and mastery criteria.

APPENDIX D - SELECTED NJSLs AND CAREER READINESS, LIFE LITERACIES, AND KEY SKILLS PRACTICES

The following standards are selected because the course requires students to develop entrepreneurial ideas, evaluate risk and funding, apply accounting and financial concepts, create business plans, conduct market research, analyze data and media, use technology, and communicate evidence. Standards not directly supported by the course are intentionally omitted.

NJSLS-CLKS	Entrepreneurship Course Connection
9.1.12.CFR.3	Connect corporate governance, social responsibility, ethics, and stakeholder considerations to entrepreneurial decisions and business planning.
9.1.12.CP.1	Connect credit history and creditworthiness to financing options and the ability to obtain resources.
9.1.12.EG.5	Connect economic systems, production/consumption, wealth creation, and social responsibility to entrepreneurial activity.
9.1.12.EG.6	Apply buyer/seller rights and consumer-protection considerations to marketing and business decisions.
9.1.12.FI.2 / 9.1.12.FI.4	Apply account-management practices and compare financial-institution products/services relevant to business operations and funding.
9.1.12.PB.3 / 9.1.12.PB.6	Use budgets and calculate/interpret interest or fees in entrepreneurial financial scenarios.
9.2.12.CAP.6	Identify transferable skills and connect them to entrepreneurship and business careers.
9.2.12.CAP.21 / 9.2.12.CAP.22 / 9.2.12.CAP.23	Evaluate low-cost/low-risk start-up approaches, compare risk/reward, and identify sources of capital for a business.
9.4.12.CI.1 / 9.4.12.CI.2	Use creativity to develop/improve entrepreneurial ideas and connect personal talents/skills to career pathways.
9.4.12.CT.1 / 9.4.12.CT.2	Apply workplace problem-solving strategies and collaboration to entrepreneurial, accounting, planning, and marketing challenges.
9.4.12.DC.1 / 9.4.12.DC.4	Address intellectual property and privacy/consumer-data considerations in branding, marketing, and digital business activity.
9.4.12.IML.2	Evaluate digital business and media sources for timeliness, accuracy, perspective, credibility, and relevance.
9.4.12.IML.3 / 9.4.12.IML.4	Analyze business/market data with tools and models and critique data visualizations for an intended audience.
9.4.12.IML.8 / 9.4.12.IML.9	Evaluate marketing/media for point of view, bias, motivations, and explicit/implicit messages.

NJSLS-CLKS	Entrepreneurship Course Connection
9.4.12.TL.1 / 9.4.12.TL.2 / 9.4.12.TL.3	Select appropriate digital tools, use formula-based spreadsheets, and evaluate/use collaborative digital environments.

Interdisciplinary NJSLS Connections

Content Area / Standard	Course Application
ELA: RI.CR.9-10.1 / RI.CR.11-12.1	Cite and analyze evidence in business, entrepreneurship, accounting, market, and informational texts.
ELA: W.AW.9-10.1 / W.AW.11-12.1	Write evidence-based arguments and recommendations about business, marketing, financing, and entrepreneurial choices.
ELA: W.IW.9-10.2 / W.IW.11-12.2	Write clear informative/explanatory business analyses, plans, executive summaries, and reports using appropriate organization and terminology.
ELA: W.SE.9-10.6 / W.SE.11-12.6	Gather and evaluate authoritative print/digital sources and integrate/cite information responsibly.
ELA: SL.PE.9-10.1 / SL.PE.11-12.1	Participate effectively in collaborative business analysis, planning, peer review, problem solving, and pitches.
ELA: SL.II.9-10.2 / SL.II.11-12.2	Integrate information from multiple media and quantitative formats and evaluate credibility/accuracy.
Mathematics: MP.2	Reason abstractly and quantitatively with costs, prices, percentages, budgets, transaction records, financing, survey/market data, and financial assumptions.
Mathematics: MP.4	Model entrepreneurial and financial situations with equations, tables, graphs, spreadsheets, budgets, and scenario analysis.
Mathematics: MP.5	Use appropriate tools strategically, including calculators, spreadsheets, surveys, simulations, and digital data tools.
Mathematics: MP.6	Attend to precision in calculations, units, assumptions, labels, rounding, and interpretation of business/financial results.

Science: No science NJSLS is assigned course-wide because the current four units do not require a direct science performance expectation. A science standard should be added only if a specific entrepreneurship project is revised to include direct science content and assessment (for example, a science-based product, environmental analysis, or engineering-design task).

Career Readiness, Life Literacies, and Key Skills Practices

Practice	Entrepreneurship Integration
1. Act as a Responsible and Contributing Community Member and Employee	Use evidence responsibly, fulfill team roles, meet deadlines, communicate professionally, and consider how entrepreneurial decisions affect customers and stakeholders.
2. Attend to Financial Well-Being	Apply budgeting, banking, credit, financing, interest, and financial-decision concepts to entrepreneurial scenarios.
3. Consider the Environmental, Social and Economic Impacts of Decisions	Evaluate relevant economic, social, consumer, ethical, and stakeholder consequences of business ideas and marketing choices.
4. Demonstrate Creativity and Innovation	Generate, test, revise, and communicate business ideas, products/services, value propositions, and marketing strategies.
5. Utilize Critical Thinking to Make Sense of Problems and Persevere in Solving Them	Analyze customer problems, interpret financial/market data, compare alternatives, troubleshoot errors, and justify recommendations.
6. Model Integrity, Ethical Leadership and Effective Management	Represent data accurately, keep responsible records, consider ethics and consumer rights, and demonstrate professional leadership in simulated business activity.
7. Plan Education and Career Paths Aligned to Personal Goals	Explore entrepreneurship and business careers, transferable skills, education/training pathways, mentors, and start-up resources.
8. Use Technology to Enhance Productivity, Increase Collaboration and Communicate Effectively	Use spreadsheets, survey tools, research resources, collaborative platforms, and presentation tools to operate and communicate a business concept.
9. Work Productively in Teams while using Cultural/Global Competence	Collaborate on entrepreneurial projects, consider diverse customer and cultural perspectives, and communicate respectfully across differing viewpoints.

APPENDIX E - CURRICULUM READINESS CROSSWALK

Required Curriculum Element	Where It Is Addressed
Grade/grade-band expectations and course configuration	Course Configuration and Standards Alignment; Grade 9-12 unit maps; pacing guide.
Relevant Career Readiness, Life Literacies, and Key Skills performance expectations	Each unit NJSLs column; Appendix D selected standards and practices. Only standards directly supported by course content are included.
Integrated accommodations and modifications	Each unit Differentiation/Supports section; Appendix A for Special Education/IEP, 504, Multilingual Learners, students below grade-level proficiency/at risk, and Gifted and Talented students.
Formative, summative, benchmark, and alternative assessments	Assessment Framework; assessment column in every unit; Appendix C common benchmark checkpoints.
Core instructional and supplemental materials	Front-matter Core Instructional and Supplemental Materials section; Suggested Materials column in every unit.
Pacing guide	Front-matter Pacing Guide and unit time frames.
Interdisciplinary connections	Front-matter Interdisciplinary Connections; ELA and Mathematics standards in unit maps; Appendix D interdisciplinary NJSLs table. Science is included only when directly supported.
Career Readiness, Life Literacies, and Key Skills Practices	Appendix D practices table and embedded application throughout the four units.
Career education and authentic application	Entrepreneurship case studies, simulated business activity, business planning, accounting, marketing research, business pitches, and career-pathway exploration.