

Entrepreneurship
Revised UBD Curriculum
Egg Harbor Township High School
Business and Computer Science
Department

CTE



Career and Technical Education

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Coordinated By: Dr. Carmelita Graham

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DISTRICT MISSION STATEMENT

Our mission in the Egg Harbor Township School District is to partner with the student, family, school, and community to provide a safe learning environment that addresses rigorous and relevant 21st Century standards and best practices which will develop academic scholarship, integrity, leadership, citizenship, and the unique learning style of students, while encouraging them to develop a strong work ethic and to act responsibly in their school community and everyday society.

CAREER AND TECHNICAL EDUCATION

Mission:

New Jersey's Office of Career and Technical Education seeks to prepare students for career opportunities of the 21st century, succeed as global citizens and support healthy economic growth for New Jersey. Career and Technical Education prepares students to succeed as global citizens for career opportunities for the 21st Century and to support healthy economic growth within the state.

INTRODUCTION

The most precious resource teachers have is time. Regardless of how much time a course is scheduled for, it is never enough to accomplish all that one would like. Therefore, it is imperative that teachers utilize the time they have wisely in order to maximize the potential for all students to achieve the desired learning.

High quality educational programs are characterized by clearly stated goals for student learning, teachers who are well-informed and skilled in enabling students to reach those goals, program designs that allow for continuous growth over the span of years of instruction, and ways of measuring whether students are achieving program goals.

EGG HARBOR TOWNSHIP SCHOOL DISTRICT CURRICULUM TEMPLATE

The Egg Harbor Township School District has embraced the backward-design model as the foundation for all curriculum development for the educational program. When reviewing curriculum documents and the Egg Harbor Township curriculum template, aspects of the backward-design model will be found in the stated enduring *understandings/essential questions*, *unit assessments*, and *instructional activities*. Familiarization with backward-design is critical to working effectively with Egg Harbor Township's curriculum guides.

GUIDING PRINCIPLES: WHAT IS BACKWARD DESIGN?

WHAT IS UNDERSTANDING BY DESIGN?

“Backward design” is an increasingly common approach to planning curriculum and instruction. As its name implies, “backward design” is based on defining clear goals, providing acceptable evidence of having achieved those goals, and then working ‘backward’ to identify what actions need to be taken that will ensure that the gap between the current status and the desired status is closed.

Building on the concept of backward design, Grant Wiggins and Jay McTighe (2005) have developed a structured approach to planning programs, curriculum, and instructional units. Their model asks educators to state goals; identify deep understandings, pose essential questions, and specify clear evidence that goals, understandings, and core learning have been achieved.

Program based on backward design use desired results to drive decisions. With this design, there are questions to consider, such as: What should students understand, know, and be able to do? What does it look like to meet those goals? What kind of program will result in the outcomes stated? How will we know students have achieved that result? What other kinds of evidence will tell us that we have a quality program? These questions apply regardless of whether they are goals in program planning or classroom instruction.

The backward design process involves three interrelated stages for developing an entire curriculum or a single unit of instruction. The relationship from planning to curriculum design, development, and implementation hinges upon the integration of the following three stages.

Stage I: Identifying Desired Results: Enduring understandings, essential questions, knowledge and skills need to be woven into curriculum publications, documents, standards, and scope and sequence materials. Enduring understandings identify the “big ideas” that students will grapple with during the course of the unit. Essential questions provide a unifying focus for the unit and students should be able to answer more deeply and fully these questions as they proceed through the unit. Knowledge and skills are the “stuff” upon which the understandings are built.

Stage II: Determining Acceptable Evidence: Varied types of evidence are specified to ensure that students demonstrate attainment of desired results. While discrete knowledge assessments (e.g.: multiple choice, fill-in-the-blank, short answer, etc...) will be utilized during an instructional unit, the overall unit assessment is performance-based and asks students to demonstrate that they have mastered the desired understandings. These culminating (summative) assessments are authentic tasks that students would likely encounter in the real-world after they leave school. They allow students to demonstrate all that they have learned and can do. To demonstrate their understandings students can explain, interpret, apply, provide critical and insightful points of view, show empathy and/or evidence self-knowledge. Models of student performance and clearly defined criteria (i.e.: rubrics) are provided to all students in advance of starting work on the unit task.

Stage III: Designing Learning Activities: Instructional tasks, activities, and experiences are aligned with stages one and two so that the desired results are obtained based on the identified evidence or assessment tasks. Instructional activities and strategies are considered only once stages one

and two have been clearly explicated. Therefore, congruence among all three stages can be ensured and teachers can make wise instructional choices.

At the curricular level, these three stages are best realized as a fusion of research, best practices, shared and sustained inquiry, consensus building, and initiative that involves all stakeholders. In this design, administrators are instructional leaders who enable the alignment between the curriculum and other key initiatives in their district or schools. These leaders demonstrate a clear purpose and direction for the curriculum within their school or district by providing support for implementation, opportunities for revision through sustained and consistent professional development, initiating action research activities, and collecting and evaluating materials to ensure alignment with the desired results. Intrinsic to the success of curriculum is to show how it aligns with the overarching goals of the district, how the document relates to district, state, or national standards, what a high quality educational program looks like, and what excellent teaching and learning looks like. Within education, success of the educational program is realized through this blend of commitment and organizational direction.

INTENT OF THE GUIDE

This guide is intended to provide teachers with course objective and possible activities, as well as assist the teacher in planning and delivering instruction in accordance with the New Jersey Core Curriculum Content Standards. The guide is not intended to restrict or limit the teacher's resources or individual instruction techniques. It is expected that the teacher will reflectively adjust and modify instruction and units during the course of normal lessons depending on the varying needs of the class, provided such modified instruction attends to the objectives and essential questions outlined below.

Course Name - Power Standards

Standard Number	Standard
Marking Period 1	
CRP8.	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP4.	Communicate clearly and effectively and with reason.
9.2.12.C.6	Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.
9.3.12.BM-ADM.3	Plan, monitor and manage day-to-day business activities.
Marking Period 2	
CRP8.	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP4.	Communicate clearly and effectively and with reason.
9.2.12.C.6	Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.
9.3.12.BM-ADM.3	Plan, monitor and manage day-to-day business activities.
Marking Period 3 - N/A (half year course)	
Marking Period 4 - N/A (half year course)	

Unit Name: Introduction to Entrepreneurship

Time Frame: 2 weeks

Author: Egg Township High School Business Department

UNIT

Subject: Entrepreneurship - ALAB Country: **USA**

Course/Grade: 12

State/Group: **NJ**

School: **Egg Harbor Township HS**

UNIT SUMMARY

Exploring career opportunities is an important step as the choices are endless. In this text, you will have an opportunity to investigate the career choice to become an entrepreneur and run your own business. Successful entrepreneurs develop an idea and then create a solid business plan to serve as a road map. Unit 1 guides you through the steps of developing new business ideas. It outlines the basic parts of a good business plan, which is critical to the success of any new business. Ethics and social responsibility are also presented as a foundation for becoming an entrepreneur.

UNIT RESOURCES

Text: Entrepreneurship 2013 - Brenda Clark/Judy Commers

Workbook: Entrepreneurship Student Workbook - Karel Sovak/Irina Weisblat

Presentation: Biz Innovator Chapter PowerPoint

Additional: Concept Maps, Biz Innovator Simulations, Venture Entrepreneurial Expedition

Internet Resource Links:

- Entrepreneurship Companion Site
 - <http://www.gwlearning.com/marketing/9781605257822/student/index.htm>
- Entrepreneurship Mobile Site
 - <http://m.gwlearning.com/7822/index.htm>
- The National Consortium for Entrepreneurship Education
 - <http://www.entre-ed.org/teacher-classroom-resources/>
- Youth Educators | Entrepreneurial Thinking Activities
 - <http://www.eiu.edu/youtheducators/thinkingacts.php>
- Teaching Entrepreneurship
 - <http://www.teachingentrepreneurship.org/category/classroom-tools/>
- Entrepreneurs in the Classroom: M.Y.O.B. Spells Success
 - http://www.educationworld.com/a_lesson/lesson178.shtml
- The National Council on Economic Education
 - <https://www.councilforeconed.org/>
- The Mint: Start Your Own Business
 - <http://www.themint.org/teens/be-your-own-boss.html>
- Build Your Management Team
 - <https://www.entrepreneur.com/article/83618>
- What Makes An Entrepreneur?

- <https://www.forbes.com/sites/karstenstrauss/2015/01/21/what-makes-an-entrepreneur/#59ebd62d5238>
- Do You Have What It Takes to Be an Entrepreneur?
 - <https://businesstown.com/articles/do-you-have-what-it-takes-to-be-an-entrepreneur/?CFID=242864&CFTOKEN=53506200>
- Myths about Entrepreneurs
 - <https://businesstown.com/articles/10-myths-about-entrepreneurs/?CFID=242864&CFTOKEN=53506200>
- Are You an Entrepreneur? (NEW 2018)
 - <https://www.bbc.com/news/business-33851439?CFID=242864&CFTOKEN=53506200>
- Do You Have What It Takes to Be an Entrepreneur? (NEW 2018)
 - <https://www.wesst.org/business-resources/entrepreneur-quiz/?CFID=242864&CFTOKEN=53506200>
- Are you a Self-Starter?
 - <http://www.bizmove.com/other/quiz.htm?CFID=242864&CFTOKEN=53506200>
- Do you have the Mind of an Entrepreneur?
 - <http://www.chicagobusiness.com/article/20130928/ISSUE02/130829939/do-you-have-the-mind-of-an-entrepreneur?CFID=242864&CFTOKEN=53506200>
- History of American Entrepreneurship
 - <https://imprimis.hillsdale.edu/entrepreneurship-in-american-history/?CFID=242864&CFTOKEN=53506200>
- U.S. Entrepreneurship Hits Record High
 - <https://www.forbes.com/sites/elainepofeldt/2013/05/27/u-s-entrepreneurship-hits-record-high/?CFID=242864&CFTOKEN=53506200#258e7a1c1d79>
- Entrepreneurship and the U.S. Economy (NEW 2018)
 - <https://www.bls.gov/bdm/entrepreneurship/entrepreneurship.htm?CFID=242864&CFTOKEN=53506200>
- The Making of an Entrepreneur - UPDATED 2017
 - <https://www.forbes.com/sites/ryanfrankel/2015/06/22/the-making-of-an-entrepreneur/#424f155b5a09>
- Women in Entrepreneurship (NEW 2018)
 - <https://www.forbes.com/sites/geristengel/2016/01/06/why-the-force-will-be-with-women-entrepreneurs-in-2016/#554f4b964f8b>

STAGE ONE

GOALS AND STANDARDS

CAREER READY PRACTICES:

- 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.

9.2 CAREER AWARENESS, EXPLORATION, AND PREPARATION:

- 9.2.12.C.3 Identify transferable career skills and design alternate career plans.
- 9.2.12.C.4 Analyze how economic conditions and societal changes influence employment trends and future education.
- 9.2.12.C.6 Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.
- 9.2.12.C.7 Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.

9.3 CAREER AND TECHNICAL EDUCATION:

- 9.3.12.BM.1 Utilize mathematical concepts, skills and problem solving to obtain necessary information for decision-making in business.
- 9.3.12.BM.2 Describe laws, rules and regulations as they apply to effective business operations.
- 9.3.12.BM.3 Explore, develop and apply strategies for ensuring a successful business career.
- 9.3.12.BM.4 Identify, demonstrate and implement solutions in managing effective business customer relationships.
- 9.3.12.BM.5 Implement systems, strategies and techniques used to manage information in a business.
- 9.3.12.BM.6 Implement, monitor and evaluate business processes to ensure efficiency and quality results.
- 9.3.12.BM-ADM.1 Plan, staff, lead and organize human resources to enhance employee productivity and satisfaction.

- 9.3.12.BM-ADM.2 Access, evaluate and disseminate information for business decision making.
- 9.3.12.BM-ADM.3 Plan, monitor and manage day-to-day business activities.

- 9.3.12.BM-BIM.1 Describe and follow laws and regulations affecting business operations and transactions.
- 9.3.12.BM-BIM.2 Plan, monitor, manage and maintain the use of financial resources to ensure a business's financial wellbeing.
- 9.3.12.BM-BIM.3 Access, evaluate and disseminate information for business decision making.
- 9.3.12.BM-BIM.4 Plan, monitor and manage day-to-day business activities to sustain continued business functioning.
- 9.3.12.BM-BIM.5 Plan, organize and manage an organization/department to achieve business goals.

- 9.3.21.BM-MGT.1 Describe and follow laws and regulations affecting business operations and transactions.
- 9.3.12.BM-MGT.2 Access, evaluate and disseminate information for business decision making.
- 9.3.12.BM-MGT.3 Apply economic concepts fundamental to global business operations.
- 9.3.12.BM-MGT.4 Employ and manage techniques, strategies and systems to enhance business relationships.
- 9.3.12.BM-MGT.5 Plan, monitor, manage and maintain the use of financial resources to ensure a business's financial wellbeing.
- 9.3.12.BM-MGT.6 Plan, monitor and manage day-to-day business activities to sustain continued business functioning.
- 9.3.12.BM-MGT.7 Plan, organize and manage an organization/department to achieve business goals.
- 9.3.12.BM-MGT.8 Create strategic plans used to manage business growth, profit and goals.

- 9.3.12.BM-HR.1 Describe and follow laws and regulations affecting human resource operations.
- 9.3.12.BM-HR.2 Access, evaluate and disseminate information for human resources management decision making.
- 9.3.12.BM-HR.3 Motivate and supervise personnel to achieve completion of projects and business goals.
- 9.3.12.BM-HR.4 Plan, monitor and manage the use of financial and human resources to ensure a business's financial wellbeing.
- 9.3.12.BM-HR.5 Plan, staff, lead and organize human resources to enhance employee productivity and satisfaction.
- 9.3.12.BM-HR.6 Plan, monitor and manage day-to-day business activities to foster a healthy and safe work environment.
- 9.3.12.BM-HR.7 Plan, organize and implement compensation, benefits, health and safety programs.

- 9.3.12.BM-OP.1 Describe and follow laws and regulations affecting business operations and transactions.
- 9.3.12.BM-OP.2 Develop and maintain positive customer relationships.
- 9.3.12.BM-OP.3 Apply inventory tracking systems to facilitate operational controls.
- 9.3.12.BM-OP.4 Plan, monitor and manage day-to-day business activities to maintain and improve operational functions.

New Jersey State Learning Standards Language Arts

- LA.11-12.W.11-12.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

New Jersey State Learning Standards Technology

- TECH.8.1.12.A.CS2 - Select and use applications effectively and productively.
- TECH.8.1.12.C.CS2 - Communicate information and ideas to multiple audiences using a variety of media and formats.
- TECH.8.1.12.C.CS1 - Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
- TECH.8.1.12.C - Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
- TECH.8.1.12.B.2 - Apply previous content knowledge by creating and piloting a digital learning game or tutorial.
- TECH.8.1.12.B.CS2 - Create original works as a means of personal or group expression.
- TECH.8.1.12.B.CS1 - Apply existing knowledge to generate new ideas, products, or processes.
- TECH.8.1.12.B - Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

ENDURING UNDERSTANDING

Students will understand and learn how to.....

- Explain the importance of exploring career opportunities before making a career choice.
- Create a career plan based on your personal goals, values, aptitudes, and skills.
- Describe the discovery process for generating new business ideas.
- Generate ideas for potential businesses.
- Analyze the feasibility of a proposed business.
- Discuss the economics of creating products and services.
- Explain the choices for opening a business.
- List the reasons many businesses fail.
- Explain the importance of a code of ethics.
- Describe ethical issues that most entrepreneurs face.

ESSENTIAL QUESTIONS

- How will I set goals for my business?
- How will I create vision and mission statements?
- How do I write an overview of my business?
- How do ethics and social responsibility fit into my business plan?

KNOWLEDGE AND SKILLS

Students will know:

- How the sixteen career clusters tie into entrepreneurship
- What skills are required of an entrepreneur.
- Characteristics of an entrepreneur

- Disadvantages and advantages of an entrepreneur
- Chapter defined vocabulary
- The pitfalls of making unethical decisions
- Sections of a business plan
- Code of ethics
- Feasibility analysis

Students will be skilled at:

- Identifying opportunities in a marketplace
- Converting ideas to business opportunities
- Conducting a feasibility analysis of a proposed business
- Evaluate how and why businesses fail
- Outlining the sections of the business plan and define the information contained in each section
- Identify ethical issues most entrepreneurs face
- Explain the importance of a code of ethics to a business
- Identifying the relationship between socially responsible businesses and consumers

STAGE TWO

PERFORMANCE TASKS

- Identify entrepreneurs and trace their back story and origins to locate similar trends and habits of successful and unsuccessful people. Students will create a Who's Who showcasing entrepreneurs in the local area.
- Brainstorm business ideas by assessing current markets, opportunities, current products and services.
- Begin to assemble a business plan by using a standard template frequently used in the business community.
- Create a code of ethics for personal, classroom and business environments.

OTHER EVIDENCE

- Quizzes
- Classroom discussion participation
- Teacher observation of classroom assignments/activities
- Presentations and interactive student teaching
- Student self reflection - Do I have what it takes to be an entrepreneur? Would I be better of as an employee?

STAGE THREE

LEARNING PLAN

- Assign the chapter 1 pretest. Discuss which questions students were unable to answer.
- Ask students to complete the Web Connect research exercise in the beginning of the section.
- Have students read over the text on the topic “Make a Career Plan.” Discuss the steps as shown in the Decision-Making Process identified in Figure 1-3. After the discussion, have students develop their own career plans.
- Have students read the Entrepreneurs and the Economy feature article in the unit opener.
- Initiate a class discussion about the topics presented. Are students familiar with the economic terms and topics in the feature? Discuss how the information relates to the overall theme of the unit.
- Review the vocabulary terms at the beginning of the section. Where have students encountered these terms before? Help students make educated guesses about the meanings of the terms with which they are least familiar.
- Assign the College and Career Readiness Reading Prep activity before students read the chapter to explore the suggested topics. Allow each student the opportunity to explore their own career plans, and present the information in oral or written form.
- Ask students to read and complete the Critical Thinking exercise in the beginning of the section.
- Ask students to add the definitions of the terms in Build Your Vocabulary to their personal glossary of entrepreneurship terms.
- Ask students to identify their own SMART goals for the future.
- As time permits, have students read and discuss the entrepreneurs featured in the chapter opener and the Picture Yourself Here feature. Ask students why they think those entrepreneurs were featured and what sets them apart from other small business owners.
- Have students utilize print or online resources to locate an article about a successful entrepreneur. Have them present their findings to the class in the form of an oral or written report.
- Continue using the same small groups from the First Step—Generate Ideas activity. Ask each group to explain their ideas to the rest of the class. Leave time for Q and A.
- Have students read and discuss the entrepreneurs featured in chapter opener and the Picture Yourself Here feature. Ask students why they think those entrepreneurs were featured and what sets them apart from other small business owners.
- Continue using the same small groups from the First Step—Generate Ideas activity. Have them extend their product or service ideas and decide if the ideas are feasible.
- Ask students to visit websites to locate businesses’ ethical policies or their code of ethics.
- Ask students to write about an unethical business situation. What might the consequences be to the business?

How will progress be monitored?

Formative Assessments

Classwork, homework, observation of group cooperation and interaction, participation in classroom discussion, and Unit Pre-Test.

Summative Assessments

Unit Post-Test, Quizzes, Biz Innovator computer simulations, Student Career Plan, and Benchmark assessment

Special Education Interventions in General Education

Visual Supports

Extended time to complete tests and assignments

Graphic Organizers

Mnemonic tricks to improve memory

Study guides

Use agenda book for assignments

Provide a posted daily schedule

Use of classroom behavior management system

Use prompts and model directions

Use task analysis to break down activities and lessons into each individual step needed to complete the task

Use concrete examples to teach concepts

Have student repeat/rephrase written directions

Heterogeneous grouping

Resources:

Do to Learn:

<http://www.do2learn.com/>

Sen Teacher:

<http://www.senteacher.org/>

Intervention Central:

<http://www.interventioncentral.org/>

Learning Ally:

<https://www.learningally.org/>

English Language Learners Interventions in Regular Education

Resources:

FABRIC - Learning Paradigm for ELLs (NJDOE)

www.nj.gov/education/bilingual/pd/fabric/fabric.pdf

Guide to Teaching ELL Students

<http://www.colorincolorado.org/new-teaching-ells>

Edutopia - Supporting English Language Learners

<https://www.edutopia.org/blog/strategies-and-resources-supporting-ell-todd-finley>

Reading Rockets

<http://www.readingrockets.org/reading-topics/english-language-learners>

Gifted and Talented Interventions in Regular Education

Resources:

Who are Gifted and Talented Students

<http://www.npr.org/sections/ed/2015/09/28/443193523/who-are-the-gifted-and-talented-and-what-do-they-need>

Hoagies Gifted Education Page

<http://www.hoagiesgifted.org/programs.htm>

21st Century Learning

Resources:

Partnership for 21st Century Learning

<http://www.p21.org/>

Career Ready Practices (NJDOE)

<http://www.nj.gov/education/cte/hl/CRP.pdf>

Unit Name: Exploring Opportunities

Time Frame: 3 weeks

Author: Egg Township High School Business Department

UNIT

Subject: Entrepreneurship - ALAB Country: **USA**

Course/Grade: 12 State/Group: **NJ**

School: **Egg Harbor Township HS**

UNIT SUMMARY

Learning about the many business opportunities and choices available to entrepreneurs is exciting. If you ever dreamed about doing business locally or in another country, there has never been a better time. However, before making important business decisions, market research is necessary. Conducting research gives you the necessary knowledge to locate, start, and run a successful business. Research will also help determine start-up strategies and different ownership options.

UNIT RESOURCES

Text: Entrepreneurship 2013 - Brenda Clark/Judy Commers
Workbook: Entrepreneurship Student Workbook - Karel Sovak/Irina Weisblat
Presentation: Biz Innovator Chapter PowerPoint
Additional: Concept Maps, Biz Innovator Simulations, Venture Entrepreneurial Expedition

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 - <http://www.gwlearning.com/marketing/9781605257822/student/index.htm>
- Entrepreneurship Mobile Site
 - <http://m.gwlearning.com/7822/index.htm>
- The National Consortium for Entrepreneurship Education
 - <http://www.entre-ed.org/teacher-classroom-resources/>
- Youth Educators | Entrepreneurial Thinking Activities
 - <http://www.eiu.edu/youtheducators/thinkingacts.php>
- Teaching Entrepreneurship
 - <http://www.teachingentrepreneurship.org/category/classroom-tools/>
- Entrepreneurs in the Classroom: M.Y.O.B. Spells Success
 - http://www.educationworld.com/a_lesson/lesson178.shtml
- The National Council on Economic Education
 - <https://www.councilforeconed.org/>
- The Mint: Start Your Own Business
 - <http://www.themint.org/teens/be-your-own-boss.html>
- Build Your Management Team
 - <https://www.entrepreneur.com/article/83618>

- Is Your Business Idea a Keeper?
 - <https://www.themuse.com/advice/is-your-business-idea-a-keeper?CFID=242864&CFTOKEN=53506200>
- Listening to Your Inner Procrastinator
 - <https://www.entrepreneur.com/article/230962?CFID=242864&CFTOKEN=53506200>
- Choosing Small Business Ideas: Finding Opportunities in the Everyday
 - <https://businesstown.com/articles/finding-new-business-ideas-in-the-everyday/>
- Dept. of Labor's Occupational Outlook Handbook - (UPDATED)
 - <https://www.bls.gov/ooh/?CFID=242864&CFTOKEN=53506200>
- Integrating an Acquisition: The Enterprise Success Story
 - <http://www.thehindu.com/todays-paper/tp-features/tp-opportunities/integrating-an-acquisition-the-enterprise-success-story/article5165947.ece?CFID=242864&CFTOKEN=53506200>
- 10 Questions to Ask Before Determining Your Target Market
 - <https://www.entrepreneur.com/article/226360#?CFID=242864&CFTOKEN=53506200>

STAGE ONE

GOALS AND STANDARDS

CAREER READY PRACTICES:

- CRP1. Act as a responsible and contributing citizen and employee.
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- 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.

9.2 CAREER AWARENESS, EXPLORATION, AND PREPARATION:

- 9.2.12.C.3 Identify transferable career skills and design alternate career plans.
- 9.2.12.C.4 Analyze how economic conditions and societal changes influence employment trends and future education.

- 9.2.12.C.6 Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.
- 9.2.12.C.7 Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.

9.3 CAREER AND TECHNICAL EDUCATION:

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- 9.3.12.BM.5 Implement systems, strategies and techniques used to manage information in a business.
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- 9.3.12.BM-BIM.2 Plan, monitor, manage and maintain the use of financial resources to ensure a business's financial wellbeing.
- 9.3.12.BM-BIM.3 Access, evaluate and disseminate information for business decision making.
- 9.3.12.BM-BIM.4 Plan, monitor and manage day-to-day business activities to sustain continued business functioning.
- 9.3.12.BM-BIM.5 Plan, organize and manage an organization/department to achieve business goals.

- 9.3.21.BM-MGT.1 Describe and follow laws and regulations affecting business operations and transactions.
- 9.3.12.BM-MGT.2 Access, evaluate and disseminate information for business decision making.
- 9.3.12.BM-MGT.3 Apply economic concepts fundamental to global business operations.
- 9.3.12.BM-MGT.4 Employ and manage techniques, strategies and systems to enhance business relationships.
- 9.3.12.BM-MGT.5 Plan, monitor, manage and maintain the use of financial resources to ensure a business's financial wellbeing.
- 9.3.12.BM-MGT.6 Plan, monitor and manage day-to-day business activities to sustain continued business functioning.
- 9.3.12.BM-MGT.7 Plan, organize and manage an organization/department to achieve business goals.
- 9.3.12.BM-MGT.8 Create strategic plans used to manage business growth, profit and goals.

- 9.3.12.BM-HR.1 Describe and follow laws and regulations affecting human resource operations.
- 9.3.12.BM-HR.2 Access, evaluate and disseminate information for human resources management decision making.
- 9.3.12.BM-HR.3 Motivate and supervise personnel to achieve completion of projects and business goals.
- 9.3.12.BM-HR.4 Plan, monitor and manage the use of financial and human resources to ensure a business's financial wellbeing.
- 9.3.12.BM-HR.5 Plan, staff, lead and organize human resources to enhance employee productivity and satisfaction.
- 9.3.12.BM-HR.6 Plan, monitor and manage day-to-day business activities to foster a healthy and safe work environment.
- 9.3.12.BM-HR.7 Plan, organize and implement compensation, benefits, health and safety programs.

- 9.3.12.BM-OP.1 Describe and follow laws and regulations affecting business operations and transactions.
- 9.3.12.BM-OP.2 Develop and maintain positive customer relationships.
- 9.3.12.BM-OP.3 Apply inventory tracking systems to facilitate operational controls.
- 9.3.12.BM-OP.4 Plan, monitor and manage day-to-day business activities to maintain and improve operational functions.

New Jersey State Learning Standards Language Arts

- LA.11-12.W.11-12.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

New Jersey State Learning Standards Technology

- TECH.8.1.12.A.CS2 - Select and use applications effectively and productively.
- TECH.8.1.12.C.CS2 - Communicate information and ideas to multiple audiences using a variety of media and formats.
- TECH.8.1.12.C.CS1 - Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
- TECH.8.1.12.C - Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
- TECH.8.1.12.B.2 - Apply previous content knowledge by creating and piloting a digital learning game or tutorial.
- TECH.8.1.12.B.CS2 - Create original works as a means of personal or group expression.
- TECH.8.1.12.B.CS1 - Apply existing knowledge to generate new ideas, products, or processes.
- TECH.8.1.12.B - Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

ENDURING UNDERSTANDING

Students will understand and learn how to.....

- **Explain** how small businesses contribute to the local economy.
- **Identify** resources available to entrepreneurs when creating a local business.
- **Discuss** the importance of target markets.
- **Explain** the different ways to segment a market.
- **Describe** how to create customer profile.
- **Describe** strategies for starting a new business.
- **Identify** advantages and disadvantages of purchasing a franchise.
- **Summarize** advantages and disadvantages of purchasing an existing business.
- **Discuss** the pros and cons of entering into a family business.
- **Explain** factors to consider when choosing a business to start.

ESSENTIAL QUESTIONS

- Will you locate the business near or far, and who will buy your products?
- How will you find your customers?
- Why are local businesses important to communities?
- Why is knowing the value of the US dollar important when starting businesses overseas?
- Is it important for business to identify who is most likely to buy their products or services?
- What factors are most important when deciding which customers to target.

KNOWLEDGE AND SKILLS

Students will know:

- How small businesses contribute to the local economy.
- The resources available to entrepreneurs when creating a local business.
- The importance of target markets.
- How to create customer profile.
- Different strategies for starting a new business
- The advantages and disadvantages of purchasing a franchise.
- The pros and cons of entering into a family business.
- What factors to consider when choosing a business to start.

Students will be skilled at:

- Where to locate a business
- Identifying how customers will find your business
- Why is knowing the value of the US dollar important when starting businesses overseas?
- Identifying businesses target markets
- Factors to consider when identifying target markets
- How target markets dictate the success of a business

STAGE TWO

PERFORMANCE TASKS

- Attend a local chamber of commerce, Stockton Marketing and Management Association or Rotary Club meeting in the community to discuss their business ideas.
- Compare and contrast similar types of businesses located within different countries.
- Identify a specific target market and existing competition for their chosen business.
- Video recap of meeting with local franchise owners to disseminate the franchise model.
- Journal/diary from structured learning event with local attorneys on the realities of types of business ownership (sole proprietorship, partnership, corporation)

OTHER EVIDENCE

- Quizzes
- Classroom discussion participation
- Teacher observation of classroom assignments/activities
- Presentations and interactive student teaching
- Student self reflection - Do I have what it takes to be an entrepreneur? Would I be better off as an employee?

STAGE THREE

LEARNING PLAN

- Assign the chapter pretests.
- Ask students to complete the Web Connect research exercise in the beginning of the section.
- Prior to reading the chapter, have students list all of the benefits that small businesses bring to the local community.
- Have students read the Entrepreneurs and the Economy feature article in the unit opener. Initiate a class discussion about the topics presented. Are students familiar with the economic terms and topics in the feature? Discuss how the information relates to the overall theme of the unit.
- Review the vocabulary terms at the beginning of the section. Where have students encountered these terms before? Help students make educated guesses about the meanings of the terms with which they are least familiar.
- Assign the College and Career Readiness Reading Prep activity before students read the chapter to explore the suggested topics.
- Ask students to visit their state website to determine the enterprise zones, small business development centers, and other helpful information available for individuals establishing a business.
- Ask students to add the definitions of the terms in Build Your Vocabulary to their personal glossary of entrepreneurship terms.

- After students have visited the state website, have a discussion on how to utilize the information they obtained.
- Have students read and discuss the entrepreneurs featured in chapter opener and the Picture Yourself Here feature. Ask students why they think those entrepreneurs were featured and what sets them apart from other small business owners.
- Ask students to make a personal networking list. Suggest they continue to add individuals they meet who could help them in the future.
- Prior to reading the chapter, ask students to list all the groups they think would patronize the businesses they want to start. Ask them to save the list and review it after reading the chapter.
- Ask students to create a customer profile for their specific businesses.
- Have students interview a local business person to determine the target market for that business.
- Ask students to read the quote in the chapter opener from Sam Walton and list the opportunities available to them at this time in their lives.
- Ask students to estimate the costs of starting their business.

How will progress be monitored?

Formative Assessments

Classwork, homework, observation of group cooperation and interaction, participation in classroom discussion, and Unit Pre-Test.

Summative Assessments

Unit Post-Test, Quizzes, Biz Innovator computer simulations, Student Career Plan, and Benchmark assessment

Special Education Interventions in General Education

Visual Supports

Extended time to complete tests and assignments

Graphic Organizers

Mnemonic tricks to improve memory

Study guides

Use agenda book for assignments

Provide a posted daily schedule

Use of classroom behavior management system

Use prompts and model directions

Use task analysis to break down activities and lessons into each individual step needed to complete the task

Use concrete examples to teach concepts

Have student repeat/rephrase written directions

Heterogeneous grouping

Resources:

Do to Learn:

<http://www.do2learn.com/>

Sen Teacher:

<http://www.senteacher.org/>

Intervention Central:

<http://www.interventioncentral.org/>

Learning Ally:

<https://www.learningally.org/>

English Language Learners Interventions in Regular Education

Resources:

FABRIC - Learning Paradigm for ELLs (NJDOE)

www.nj.gov/education/bilingual/pd/fabric/fabric.pdf

Guide to Teaching ELL Students

<http://www.colorincolorado.org/new-teaching-ells>

Edutopia - Supporting English Language Learners

<https://www.edutopia.org/blog/strategies-and-resources-supporting-ell-todd-finley>

Reading Rockets

<http://www.readingrockets.org/reading-topics/english-language-learners>

Gifted and Talented Interventions in Regular Education

Resources:

Who are Gifted and Talented Students

<http://www.npr.org/sections/ed/2015/09/28/443193523/who-are-the-gifted-and-talented-and-what-do-they-need>

Hoagies Gifted Education Page

<http://www.hoagiesgifted.org/programs.htm>

21st Century Learning

Resources:

Partnership for 21st Century Learning

<http://www.p21.org/>

Career Ready Practices (NJDOE)

<http://www.nj.gov/education/cte/hl/CRP.pdf>

Unit Name: Building the Business

Time Frame: 3 weeks

Author: Egg Township High School Business Department

UNIT

Subject: Entrepreneurship - ALAB Country: **USA**

Course/Grade: 12 State/Group: **NJ**

School: **Egg Harbor Township HS**

UNIT SUMMARY

There are many things to consider and decide at this stage in creating a new business. The chapters in this unit will help you focus on some of the basic steps of planning that are necessary before your business opens its doors.

In this unit, you will learn the importance of site selection and physical layout for your company. To have an effective business, appropriate space for employees, customers, and vendors is crucial. You will also learn about business and consumer laws and how they influence your day-to-day business operations. The unit concludes with suggestions and ideas on how to finance your business.

UNIT RESOURCES

Text: Entrepreneurship 2013 - Brenda Clark/Judy Commers
Workbook: Entrepreneurship Student Workbook - Karel Sovak/Irina Weisblat
Presentation: Biz Innovator Chapter PowerPoint
Additional: Concept Maps, Biz Innovator Simulations, Venture Entrepreneurial Expedition

Internet Resource Links:

- Entrepreneurship Companion Site
 - <http://www.gwlearning.com/marketing/9781605257822/student/index.htm>
- Entrepreneurship Mobile Site
 - <http://m.gwlearning.com/7822/index.htm>
- The National Consortium for Entrepreneurship Education
 - <http://www.entre-ed.org/teacher-classroom-resources/>
- Youth Educators | Entrepreneurial Thinking Activities
 - <http://www.eiu.edu/youtheducators/thinkingacts.php>
- Teaching Entrepreneurship
 - <http://www.teachingentrepreneurship.org/category/classroom-tools/>
- Entrepreneurs in the Classroom: M.Y.O.B. Spells Success
 - http://www.educationworld.com/a_lesson/lesson178.shtml
- The National Council on Economic Education
 - <https://www.councilforeconed.org/>
- The Mint: Start Your Own Business
 - <http://www.themint.org/teens/be-your-own-boss.html>
- Build Your Management Team
 - <https://www.entrepreneur.com/article/83618>

- 5 Funding Sources to Help Bootstrap Your Startup (NEW 2018)
 - <https://www.forbes.com/sites/alanamatos/2017/08/19/5-funding-sources-to-help-bootstrap-your-startup-right-now/#89a83ca31155>
- How To Get Funding for Your Startup (NEW 2018)
 - <https://www.forbes.com/sites/mnewlands/2017/03/02/how-to-get-funding-for-your-startup/#11eab8381ccb>
- Young Female Entrepreneurs' Advice on Securing Funding
 - <https://www.entrepreneur.com/article/230781?CFID=242864&CFTOKEN=53506200>
- 5 Ways to Help Young Entrepreneurs Finance Their Business
 - <https://www.sba.gov/blogs/5-ways-help-young-entrepreneurs-finance-their-business-ideas>
- 4 Tips to Help Main Street Grow With Borrowed Capital
 - <https://www.forbes.com/sites/tykiisel/2013/11/19/4-tips-to-help-main-street-grow-with-borrowed-capital/#175b7c3d620f>
- Sources of Funding
 - <https://www.thebalancesmb.com/sources-of-business-start-up-money-2948109>

STAGE ONE

GOALS AND STANDARDS

CAREER READY PRACTICES:

- 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.

9.2 CAREER AWARENESS, EXPLORATION, AND PREPARATION:

- 9.2.12.C.3 Identify transferable career skills and design alternate career plans.
- 9.2.12.C.4 Analyze how economic conditions and societal changes influence employment trends and future education.
- 9.2.12.C.6 Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.

- 9.2.12.C.7 Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.

9.3 CAREER AND TECHNICAL EDUCATION:

- 9.3.12.BM.1 Utilize mathematical concepts, skills and problem solving to obtain necessary information for decision-making in business.
- 9.3.12.BM.2 Describe laws, rules and regulations as they apply to effective business operations.
- 9.3.12.BM.3 Explore, develop and apply strategies for ensuring a successful business career.
- 9.3.12.BM.4 Identify, demonstrate and implement solutions in managing effective business customer relationships.
- 9.3.12.BM.5 Implement systems, strategies and techniques used to manage information in a business.
- 9.3.12.BM.6 Implement, monitor and evaluate business processes to ensure efficiency and quality results.

- 9.3.12.BM-ADM.1 Plan, staff, lead and organize human resources to enhance employee productivity and satisfaction.
- 9.3.12.BM-ADM.2 Access, evaluate and disseminate information for business decision making.
- 9.3.12.BM-ADM.3 Plan, monitor and manage day-to-day business activities.

- 9.3.12.BM-BIM.1 Describe and follow laws and regulations affecting business operations and transactions.
- 9.3.12.BM-BIM.2 Plan, monitor, manage and maintain the use of financial resources to ensure a business's financial wellbeing.
- 9.3.12.BM-BIM.3 Access, evaluate and disseminate information for business decision making.
- 9.3.12.BM-BIM.4 Plan, monitor and manage day-to-day business activities to sustain continued business functioning.
- 9.3.12.BM-BIM.5 Plan, organize and manage an organization/department to achieve business goals.

- 9.3.21.BM-MGT.1 Describe and follow laws and regulations affecting business operations and transactions.
- 9.3.12.BM-MGT.2 Access, evaluate and disseminate information for business decision making.
- 9.3.12.BM-MGT.3 Apply economic concepts fundamental to global business operations.
- 9.3.12.BM-MGT.4 Employ and manage techniques, strategies and systems to enhance business relationships.
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- TECH.8.1.12.C.CS2 - Communicate information and ideas to multiple audiences using a variety of media and formats.
- TECH.8.1.12.C.CS1 - Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
- TECH.8.1.12.C - Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
- TECH.8.1.12.B.2 - Apply previous content knowledge by creating and piloting a digital learning game or tutorial.
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- TECH.8.1.12.B.CS1 - Apply existing knowledge to generate new ideas, products, or processes.
- TECH.8.1.12.B - Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

ENDURING UNDERSTANDING

Students will understand and learn how to.....

- **List** the factors to consider when locating a business.
- **Describe** physical structures for a business.
- **Describe** contracts and what makes them binding agreements.
- **Discuss** the nature of torts and the need for protecting a business from lawsuits.
- **Explain** the importance of protecting intellectual property.
- **Explain** how entrepreneurs can practice the art of bootstrapping.
- **Differentiate** between the ways to fund a startup.
- **List** examples of start-up costs and ongoing operating expenses.

ESSENTIAL QUESTIONS

- Where is the best place to open your business, and what will the facility look like?
- What legal issues may directly affect your business?
- Will you need financial help to open your business?

KNOWLEDGE AND SKILLS

Students will know:

- The factors to consider when locating a business.
- What structures to use for different businesses.
- Business contracts and what makes them binding agreements.
- The nature of torts and the need for protecting a business from lawsuits.
- The importance of protecting intellectual property.
- How entrepreneurs can practice the art of bootstrapping.
- The different ways to fund a startup.
- Examples of start-up costs and ongoing operating expenses.

Students will be skilled at:

- Different legal issues that affect businesses
- Varying methods for financing a businesses
- Different types of business contracts
- Matching different store layouts to different types of businesses
- Calculating and identifying start-up costs

STAGE TWO

PERFORMANCE TASKS

- Meet with local zoning and planning officials to brainstorm feasibility of locations/types of businesses.
- Meet with local commercial real estate agents/brokers/builders to discuss build-outs, price per square foot, etc.
- Design a retail layout in Virtual Business simulation and justify why the products are most effectively placed. Visit Hamilton Mall to photograph examples of effective store placement.
- Write an HR handbook to tie in Labor-Relations, Health and Safety, Compensation and Benefits, Consumer Protection and Equal Employment Opportunity laws.
- Differentiate between different types of funding sources for startups.
- Develop a detailed budget (one time costs, monthly operating expenses, capital expenditures, etc.)
- Develop Pro-Forma financial statements.
- Participate in a mock bank simulation (bring in OceanFirst Bank rep to act as banker)

OTHER EVIDENCE

- Quizzes
- Classroom discussion participation
- Teacher observation of classroom assignments/activities
- Presentations and interactive student teaching
- Student self reflection - Do I have what it takes to be an entrepreneur? Would I be better off as an employee?

STAGE THREE

LEARNING PLAN

- Assign the chapter pretests.
- Ask students to complete the Web Connect research exercise in the beginning of the section.
- Prior to reading the chapter, have students list all of the benefits that small businesses bring to the local community.
- Have students read the Entrepreneurs and the Economy feature article in the unit opener. Initiate a class discussion about the topics presented. Are students familiar with the economic terms and topics in the feature? Discuss how the information relates to the overall theme of the unit.
- Review the vocabulary terms at the beginning of the section. Where have students encountered these terms before? Help students make educated guesses about the meanings of the terms with which they are least familiar.

- Assign the College and Career Readiness Reading Prep activity before students read the chapter to explore the suggested topics.
- Ask students to add the definitions of the terms in Build Your Vocabulary to their personal glossary of entrepreneurship terms.
- Have students read and discuss the entrepreneurs featured in chapter opener and the Picture Yourself Here feature. Ask students why they think those entrepreneurs were featured and what sets them apart from other small business owners.
- Divide the class into small groups. Ask them to identify several businesses that have brick-and-mortar stores as well as doing e-commerce. Have each group member compare and contrast the brick-and-mortar stores with their websites.
- Ask students to interview a local business owner and to question this individual about why that location was selected over other possible choices.
- Have students list the types of contracts they think will be necessary when establishing their businesses.
- Ask students to identify if they will need copyrights, trademarks, or patents for their products and/or businesses.
- Ask students to locate information from articles or the Internet about SBA 7(a) loans.

How will progress be monitored?

Formative Assessments

Classwork, homework, observation of group cooperation and interaction, participation in classroom discussion, and Unit Pre-Test.

Summative Assessments

Unit Post-Test, Quizzes, Biz Innovator computer simulations, Student Career Plan, and Benchmark assessment

Special Education Interventions in General Education

Visual Supports

Extended time to complete tests and assignments

Graphic Organizers

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Provide a posted daily schedule

Use of classroom behavior management system

Use prompts and model directions

Use task analysis to break down activities and lessons into each individual step needed to complete the task

Use concrete examples to teach concepts

Have student repeat/rephrase written directions

Heterogeneous grouping

Resources:

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Intervention Central:

<http://www.interventioncentral.org/>

Learning Ally:

<https://www.learningally.org/>

English Language Learners Interventions in Regular Education

Resources:

FABRIC - Learning Paradigm for ELLs (NJDOE)

www.nj.gov/education/bilingual/pd/fabric/fabric.pdf

Guide to Teaching ELL Students

<http://www.colorincolorado.org/new-teaching-ells>

Edutopia - Supporting English Language Learners

<https://www.edutopia.org/blog/strategies-and-resources-supporting-ell-todd-finley>

Reading Rockets

<http://www.readingrockets.org/reading-topics/english-language-learners>

Gifted and Talented Interventions in Regular Education

Resources:

Who are Gifted and Talented Students

<http://www.npr.org/sections/ed/2015/09/28/443193523/who-are-the-gifted-and-talented-and-what-do-they-need>

Hoagies Gifted Education Page

<http://www.hoagiesgifted.org/programs.htm>

21st Century Learning

Resources:

Partnership for 21st Century Learning

<http://www.p21.org/>

Career Ready Practices (NJDOE)

<http://www.nj.gov/education/cte/hl/CRP.pdf>

Unit Name: Examining the 4Ps of Marketing

Time Frame: 3 weeks

Author: Egg Township High School Business Department

UNIT

Subject: Entrepreneurship - ALAB Country: **USA**

Course/Grade: 12

State/Group: **NJ**

School: **Egg Harbor Township HS**

UNIT SUMMARY

For a business to be successful, customers first need to know about the businesses and want to do business there. This makes marketing decisions some of the most important ones for business owners. Marketing is more than just starting a business. and hoping customers will find it.

The chapters in this unit focus on the many different parts of the marketing process. they cover product mix, pricing strategies, and getting the product in the hands of the end users. You will also learn about various ways to promote the business as well as about the selling process itself. The unit ends with information on how to create a marketing plan.

UNIT RESOURCES

Text: Entrepreneurship 2013 - Brenda Clark/Judy Commers

Workbook: Entrepreneurship Student Workbook - Karel Sovak/Irina Weisblat

Presentation: Biz Innovator Chapter PowerPoint

Additional: Concept Maps, Biz Innovator Simulations, Venture Entrepreneurial Expedition

Internet Resource Links:

- Entrepreneurship Companion Site
 - <http://www.gwlearning.com/marketing/9781605257822/student/index.htm>
- Entrepreneurship Mobile Site
 - <http://m.gwlearning.com/7822/index.htm>
- The National Consortium for Entrepreneurship Education
 - <http://www.entre-ed.org/teacher-classroom-resources/>
- Youth Educators | Entrepreneurial Thinking Activities
 - <http://www.eiu.edu/youtheducators/thinkingacts.php>
- Teaching Entrepreneurship
 - <http://www.teachingentrepreneurship.org/category/classroom-tools/>
- Entrepreneurs in the Classroom: M.Y.O.B. Spells Success
 - http://www.educationworld.com/a_lesson/lesson178.shtml
- The National Council on Economic Education
 - <https://www.councilforeconed.org/>
- The Mint: Start Your Own Business
 - <http://www.themint.org/teens/be-your-own-boss.html>

- U.S. Census Data
 - <https://www.census.gov/?CFID=242864&CFTOKEN=53506200>
- County Business Patterns (U.S. Census - Updated 2018)
 - <https://www.census.gov/programs-surveys/cbp.html?CFID=242864&CFTOKEN=53506200>
- State Specific Data (U.S. Census)
 - <https://www.census.gov/about/partners/sdc.html?CFID=242864&CFTOKEN=53506200>
- International Database (U.S. Census)
 - <https://www.census.gov/population/international/?CFID=242864&CFTOKEN=53506200>
- EasiDemographics
 - <https://www.easidemographics.com/?CFID=242864&CFTOKEN=53506200>
- Hoover's Online
 - <http://www.hoovers.com/?CFID=242864&CFTOKEN=53506200>
- Search Systems
 - <http://publicrecords.searchsystems.net/?CFID=242864&CFTOKEN=53506200>
- Barron's Annual Reports
 - https://www.orderannualreports.com/?partner_id=BAR5&marketing_code=
- Securities & Exchange Commission Filings and Forms (Edgar)
 - <https://www.sec.gov/edgar.shtml?CFID=242864&CFTOKEN=53506200>
- Bureau of Labor Statistics (U.S. Government)
 - <https://stats.bls.gov/?CFID=242864&CFTOKEN=53506200>
- Is Marketing Truly Necessary?
 - <https://www.inc.com/geoffrey-james/is-marketing-truly-necessary.html?CFID=242864&CFTOKEN=53506200>
- 10 Best Marketing Campaigns of 2016
 - <https://www.brandwatch.com/blog/best-marketing-campaigns-2016/?CFID=242864&CFTOKEN=53506200>

GOALS AND STANDARDS

CAREER READY PRACTICES:

- 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.

9.2 CAREER AWARENESS, EXPLORATION, AND PREPARATION:

- 9.2.12.C.3 Identify transferable career skills and design alternate career plans.
- 9.2.12.C.4 Analyze how economic conditions and societal changes influence employment trends and future education.
- 9.2.12.C.6 Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.
- 9.2.12.C.7 Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.

9.3 CAREER AND TECHNICAL EDUCATION:

- 9.3.12.BM.1 Utilize mathematical concepts, skills and problem solving to obtain necessary information for decision-making in business.
- 9.3.12.BM.2 Describe laws, rules and regulations as they apply to effective business operations.
- 9.3.12.BM.3 Explore, develop and apply strategies for ensuring a successful business career.
- 9.3.12.BM.4 Identify, demonstrate and implement solutions in managing effective business customer relationships.
- 9.3.12.BM.5 Implement systems, strategies and techniques used to manage information in a business.
- 9.3.12.BM.6 Implement, monitor and evaluate business processes to ensure efficiency and quality results.
- 9.3.12.BM-ADM.1 Plan, staff, lead and organize human resources to enhance employee productivity and satisfaction.
- 9.3.12.BM-ADM.2 Access, evaluate and disseminate information for business decision making.
- 9.3.12.BM-ADM.3 Plan, monitor and manage day-to-day business activities.
- 9.3.12.BM-BIM.1 Describe and follow laws and regulations affecting business operations and transactions.
- 9.3.12.BM-BIM.2 Plan, monitor, manage and maintain the use of financial resources to ensure a business's financial wellbeing.
- 9.3.12.BM-BIM.3 Access, evaluate and disseminate information for business decision making.
- 9.3.12.BM-BIM.4 Plan, monitor and manage day-to-day business activities to sustain continued business functioning.
- 9.3.12.BM-BIM.5 Plan, organize and manage an organization/department to achieve business goals.
- 9.3.21.BM-MGT.1 Describe and follow laws and regulations affecting business operations and transactions.
- 9.3.12.BM-MGT.2 Access, evaluate and disseminate information for business decision making.
- 9.3.12.BM-MGT.3 Apply economic concepts fundamental to global business operations.
- 9.3.12.BM-MGT.4 Employ and manage techniques, strategies and systems to enhance business relationships.

- 9.3.12.BM-MGT.5 Plan, monitor, manage and maintain the use of financial resources to ensure a business's financial wellbeing.
- 9.3.12.BM-MGT.6 Plan, monitor and manage day-to-day business activities to sustain continued business functioning.
- 9.3.12.BM-MGT.7 Plan, organize and manage an organization/department to achieve business goals.
- 9.3.12.BM-MGT.8 Create strategic plans used to manage business growth, profit and goals.

- 9.3.12.BM-HR.1 Describe and follow laws and regulations affecting human resource operations.
- 9.3.12.BM-HR.2 Access, evaluate and disseminate information for human resources management decision making.
- 9.3.12.BM-HR.3 Motivate and supervise personnel to achieve completion of projects and business goals.
- 9.3.12.BM-HR.4 Plan, monitor and manage the use of financial and human resources to ensure a business's financial wellbeing.
- 9.3.12.BM-HR.5 Plan, staff, lead and organize human resources to enhance employee productivity and satisfaction.
- 9.3.12.BM-HR.6 Plan, monitor and manage day-to-day business activities to foster a healthy and safe work environment.
- 9.3.12.BM-HR.7 Plan, organize and implement compensation, benefits, health and safety programs.

- 9.3.12.BM-OP.1 Describe and follow laws and regulations affecting business operations and transactions.
- 9.3.12.BM-OP.2 Develop and maintain positive customer relationships.
- 9.3.12.BM-OP.3 Apply inventory tracking systems to facilitate operational controls.
- 9.3.12.BM-OP.4 Plan, monitor and manage day-to-day business activities to maintain and improve operational functions.

New Jersey State Learning Standards Language Arts

- LA.11-12.W.11-12.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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- TECH.8.1.12.A.CS2 - Select and use applications effectively and productively.
- TECH.8.1.12.C.CS2 - Communicate information and ideas to multiple audiences using a variety of media and formats.
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- TECH.8.1.12.C - Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
- TECH.8.1.12.B.2 - Apply previous content knowledge by creating and piloting a digital learning game or tutorial.
- TECH.8.1.12.B.CS2 - Create original works as a means of personal or group expression.
- TECH.8.1.12.B.CS1 - Apply existing knowledge to generate new ideas, products, or processes.

- TECH.8.1.12.B - [*Strand*] - Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

ENDURING UNDERSTANDING

Students will understand and learn how to.....

- **Define** product as it applies to the four Ps of marketing.
- **Describe** potential product strategies that may be used by an entrepreneur.
- **State** why promoting a business is important.
- **Explain** the elements of the promotional mix.
- **Describe** promotional strategies.
- **Explain** the importance of a marketing plan.
- **Define** the marketing mix.
- **Identify** different marketing plan templates.

ESSENTIAL QUESTIONS

- How will you know if the business is offering the products customers want at the right prices?
- Are the products easy to buy?
- Do you offer delivery?
- What is the best medium to use for reaching the target market?

KNOWLEDGE AND SKILLS

Students will know:

- The four Ps of marketing.
- Potential product strategies that may be used by an entrepreneur.
- Why promoting a business is important.
- The elements of the promotional mix.
- The promotional strategies used by different business and what makes them effective.
- The importance of a marketing plan.
- The marketing mix.
- How to use the marketing mix when making marketing decisions for a business.
- How to use different marketing plan templates.

Students will be skilled at:

- Using the four Ps of marketing
- Using product placement strategies
- Applying the promotional mix
- How promotional strategies used by different business and what makes them effective.
- Using marketing plan templates
- Estimating prices for goods and services

STAGE TWO

PERFORMANCE TASKS

- Decide on the sizes, materials, environmental issues for your product's packaging and justify your choices.
- Develop a brand, logo, design, slogan. (Utilize graphic design class in cross-curricular activity)
- If applicable to student's product, build a prototype (Utilize wood shop, 3D Printer, clay from art classes, etc. if possible)
- Choose an appropriate price using one of the models discussed in the textbook and justify your price based on existing competition/competitive advantages.
- Develop a grand opening/product launch campaign to attract attention to your new business
- Source your channel of distribution (transportation logistics, wholesale, retail, shipping)
- Create promotions using print, broadcast, online, sales, public relations strategies (integrate cross curricular Web Design, Graphic Design, TV, Photography classes. Bring in Wildwood Director of Marketing as guest speaker)
- Personal Selling Shark Tank Simulation (during Entrepreneurship Day)
- Create a marketing plan using template.

OTHER EVIDENCE

- Quizzes
- Classroom discussion participation
- Teacher observation of classroom assignments/activities
- Presentations and interactive student teaching
- Student self reflection - Do I have what it takes to be an entrepreneur? Would I be better of as an employee?

STAGE THREE

LEARNING PLAN

- Assign the chapter pretests.
- Ask students to complete the Web Connect research exercise in the beginning of the section.
- Prior to reading the chapter, have students list all of the benefits that small businesses bring to the local community.
- Have students read the Entrepreneurs and the Economy feature article in the unit opener. Initiate a class discussion about the topics presented. Are students familiar with the economic terms and topics in the feature? Discuss how the information relates to the overall theme of the unit.

- Review the vocabulary terms at the beginning of the section. Where have students encountered these terms before? Help students make educated guesses about the meanings of the terms with which they are least familiar.
- Assign the College and Career Readiness Reading Prep activity before students read the chapter to explore the suggested topics.
- Ask students to add the definitions of the terms in Build Your Vocabulary to their personal glossary of entrepreneurship terms.
- Have students read and discuss the entrepreneurs featured in chapter opener and the Picture Yourself Here feature. Ask students why they think those entrepreneurs were featured and what sets them apart from other small business owners.
- Ask students to read about an established product to determine the many decisions that went into the final product.
- Ask students to identify the new product development steps they would need to take before they could launch a new product in their businesses.
- Ask students to design a prototype of a product they might want to create.
- Ask students to visit a website of a similar business that might be their competition. How does the business use social media? Do they think it is effective?
- Ask students to list the types of promotion they want to use for their new businesses.
- Continue the identifying types of promotion assignment by asking each student to create one promotion for their businesses or a product. Why was it chosen?
- Ask students to create a marketing mix for their new businesses.
- Assign students to small groups. Each student in the group should present his or her marketing mix to the rest of the members. Have them discuss the merits and possible disadvantages of the different mixes presented.

How will progress be monitored?

Formative Assessments

Classwork, homework, observation of group cooperation and interaction, participation in classroom discussion, and Unit Pre-Test, Presentation

Summative Assessments

Unit Post-Test, Quizzes, Biz Innovator computer simulations, Student Career Plan, and Benchmark assessment

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Use of classroom behavior management system

Use prompts and model directions

Use task analysis to break down activities and lessons into each individual step needed to complete the task

Use concrete examples to teach concepts

Have student repeat/rephrase written directions

Heterogeneous grouping

Resources:

Do to Learn:

<http://www.do2learn.com/>

Sen Teacher:

<http://www.senteacher.org/>

Intervention Central:

<http://www.interventioncentral.org/>

Learning Ally:

<https://www.learningally.org/>

English Language Learners Interventions in Regular Education

Resources:

FABRIC - Learning Paradigm for ELLs (NJDOE)

www.nj.gov/education/bilingual/pd/fabric/fabric.pdf

Guide to Teaching ELL Students

<http://www.colorincolorado.org/new-teaching-ells>

Edutopia - Supporting English Language Learners

<https://www.edutopia.org/blog/strategies-and-resources-supporting-ell-todd-finley>

Reading Rockets

<http://www.readingrockets.org/reading-topics/english-language-learners>

Gifted and Talented Interventions in Regular Education

Resources:

Who are Gifted and Talented Students

<http://www.npr.org/sections/ed/2015/09/28/443193523/who-are-the-gifted-and-talented-and-what-do-they-need>

Hoagies Gifted Education Page

<http://www.hoagiesgifted.org/programs.htm>

21st Century Learning

Resources:

Partnership for 21st Century Learning

<http://www.p21.org/>

Career Ready Practices (NJDOE)

<http://www.nj.gov/education/cte/hl/CRP.pdf>

Unit Name: Managing the Business

Time Frame: 5 weeks

Author: Egg Township High School Business Department

UNIT

Subject: Entrepreneurship - ALAB Country: **USA**

Course/Grade: 12

State/Group: **NJ**

School: **Egg Harbor Township HS**

UNIT SUMMARY

There are many critical management functions and processes necessary to run a successful business. Performing the management functions of planning, organizing, staffing, leading, and controlling helps managers reach their goals and objectives. Management responsibilities include overseeing of human resources, assigning individuals to purchasing and inventory management, and planning for risks to help the business avoid disaster both physical and financial. Unit 5 shows you some of the important management tasks that can help you create a successful business.

UNIT RESOURCES

Text: Entrepreneurship 2013 - Brenda Clark/Judy Commers

Workbook: Entrepreneurship Student Workbook - Karel Sovak/Irina Weisblat

Presentation: Biz Innovator Chapter PowerPoint

Additional: Concept Maps, Biz Innovator Simulations, Venture Entrepreneurial Expedition

Internet Resource Links:

- Entrepreneurship Companion Site
 - <http://www.gwlearning.com/marketing/9781605257822/student/index.htm>
- Entrepreneurship Mobile Site
 - <http://m.gwlearning.com/7822/index.htm>
- The National Consortium for Entrepreneurship Education
 - <http://www.entre-ed.org/teacher-classroom-resources/>
- Youth Educators | Entrepreneurial Thinking Activities
 - <http://www.eiu.edu/youtheducators/thinkingacts.php>
- Teaching Entrepreneurship
 - <http://www.teachingentrepreneurship.org/category/classroom-tools/>
- Entrepreneurs in the Classroom: M.Y.O.B. Spells Success
 - http://www.educationworld.com/a_lesson/lesson178.shtml
- The National Council on Economic Education
 - <https://www.councilforeconed.org/>
- The Mint: Start Your Own Business
 - <http://www.themint.org/teens/be-your-own-boss.html>

- The Operations Plan Section of the Business Plan (NEW 2018)
 - <https://www.thebalancesmb.com/operating-section-of-business-plan-2947031>
- 5 Tips for Shaping Your Startup's Culture
 - <https://www.fastcompany.com/3024837/5-tips-for-shaping-your-startups-culture>
- 10 Mobile Apps to Organize Your Business (Updated 2018)
 - <http://small-bizsense.com/10-apps-that-will-make-you-a-more-organized-and-productive-entrepreneur/?CFID=242864&CFTOKEN=53506200>
- 25 Best Small-Business Apps (NEW 2018)
 - <https://www.nerdwallet.com/blog/small-business/20-apps-small-business-owners/?CFID=242864&CFTOKEN=53506200>

GOALS AND STANDARDS

CAREER READY PRACTICES:

- 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.

9.2 CAREER AWARENESS, EXPLORATION, AND PREPARATION:

- 9.2.12.C.3 Identify transferable career skills and design alternate career plans.
- 9.2.12.C.4 Analyze how economic conditions and societal changes influence employment trends and future education.
- 9.2.12.C.6 Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.
- 9.2.12.C.7 Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.

9.3 CAREER AND TECHNICAL EDUCATION:

- 9.3.12.BM.1 Utilize mathematical concepts, skills and problem solving to obtain necessary information for decision-making in business.
- 9.3.12.BM.2 Describe laws, rules and regulations as they apply to effective business operations.

- 9.3.12.BM.3 Explore, develop and apply strategies for ensuring a successful business career.
 - 9.3.12.BM.4 Identify, demonstrate and implement solutions in managing effective business customer relationships.
 - 9.3.12.BM.5 Implement systems, strategies and techniques used to manage information in a business.
 - 9.3.12.BM.6 Implement, monitor and evaluate business processes to ensure efficiency and quality results.
-
- 9.3.12.BM-ADM.1 Plan, staff, lead and organize human resources to enhance employee productivity and satisfaction.
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 - 9.3.12.BM-ADM.3 Plan, monitor and manage day-to-day business activities.
-
- 9.3.12.BM-BIM.1 Describe and follow laws and regulations affecting business operations and transactions.
 - 9.3.12.BM-BIM.2 Plan, monitor, manage and maintain the use of financial resources to ensure a business's financial wellbeing.
 - 9.3.12.BM-BIM.3 Access, evaluate and disseminate information for business decision making.
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 - 9.3.12.BM-BIM.5 Plan, organize and manage an organization/department to achieve business goals.
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 - 9.3.12.BM-MGT.8 Create strategic plans used to manage business growth, profit and goals.
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 - 9.3.12.BM-HR.4 Plan, monitor and manage the use of financial and human resources to ensure a business's financial wellbeing.
 - 9.3.12.BM-HR.5 Plan, staff, lead and organize human resources to enhance employee productivity and satisfaction.
 - 9.3.12.BM-HR.6 Plan, monitor and manage day-to-day business activities to foster a healthy and safe work environment.

- 9.3.12.BM-HR.7 Plan, organize and implement compensation, benefits, health and safety programs.
- 9.3.12.BM-OP.1 Describe and follow laws and regulations affecting business operations and transactions.
- 9.3.12.BM-OP.2 Develop and maintain positive customer relationships.
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- TECH.8.1.12.B.CS2 - Create original works as a means of personal or group expression.
- TECH.8.1.12.B.CS1 - Apply existing knowledge to generate new ideas, products, or processes.
- TECH.8.1.12.B - Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

ENDURING UNDERSTANDING

Students will understand and learn how to.....

- **Describe** the management functions.
- **Determine** human resources policy.
- **Discuss** how to manage purchases and inventory.
- **Investigate** how to manage the different risks that may affect your business.
- **Develop** accounting procedures and financial statements.
- **List** the processes and tasks involved in managing a business.
- **Describe** effective leadership.
- **Explain** how to build a team.
- **Describe** the importance of human resources management in a business.
- **Explain** the management function of staffing a business.
- **Identify** the steps involved in the hiring process.
- **Discuss** various forms of employee compensation.

- **Describe** the purchasing process.
- **Explain** the steps involved in managing the purchasing process.
- **Explain** why it is important to plan for risk.
- **List** and describe the four types of risk.
- **Explain** the basics of accounting.
- **Summarize** types of daily business transactions.
- **Describe** double-entry accounting procedures.

ESSENTIAL QUESTIONS

- What types of risk may threaten your business?
- How will you manage cash flow to pay your bills?
- Why should you follow the specific steps involved in managing the purchasing process?
- Why is managing different aspects of risk important to the success of a business?

KNOWLEDGE AND SKILLS

Students will know:

- Different management functions.
- The different human resources policy and which ones are applicable to certain businesses.
- How to manage purchases and inventory.
- How to manage the different risks that may affect your business.
- How to develop accounting procedures and financial statements.
- The processes and tasks involved in managing a business.
- What effective leadership looks like in a successful business.
- How to build a successful team.
- The importance of human resources management in a business.
- The steps involved in the hiring process.
- The various forms of employee compensation.
- The purchasing process.
- The steps involved in managing the purchasing process.
- Why it is important to plan for risk.
- The four types of risk.
- The basics of accounting.
- The different types of daily business transactions.
- Double-entry accounting procedures.

Students will be skilled at:

- Managing and evaluating types of risks
- Double-entry accounting procedures
- Building a successful team
- Developing accounting procedures and financial statements.
- Applying management functions

STAGE TWO

PERFORMANCE TASKS

- Develop an organizational chart and job descriptions for each employee position
- Attend a leadership seminar/rally
- Determine which type of management style you use
- Create framework for delegating tasks and empowering employees
- Participate in public speaking forum, Toastmasters, Dale Carnegie, etc.
- Design a recruitment campaign to hire new employees.
- Participate in a mock interview as the employer.
- Develop a new hire orientation or professional development program for existing employees.
- Brainstorm, anticipate and problem-solve different types of risk in your business.

OTHER EVIDENCE

- Quizzes
- Classroom discussion participation
- Teacher observation of classroom assignments/activities
- Presentations and interactive student teaching
- Student self reflection - Do I have what it takes to be an entrepreneur? Would I be better off as an employee?

STAGE THREE

LEARNING PLAN

- Assign the chapter pretests.
- Ask students to complete the Web Connect research exercise in the beginning of the section.
- Prior to reading the chapter, have students list all of the benefits that small businesses bring to the local community.
- Have students read the Entrepreneurs and the Economy feature article in the unit opener. Initiate a class discussion about the topics presented. Are students familiar with the economic terms and topics in the feature? Discuss how the information relates to the overall theme of the unit.
- Review the vocabulary terms at the beginning of the section. Where have students encountered these terms before? Help students make educated guesses about the meanings of the terms with which they are least familiar.
- Assign the College and Career Readiness Reading Prep activity before students read the chapter to explore the suggested topics.
- Ask students to add the definitions of the terms in Build Your Vocabulary to their personal glossary of entrepreneurship terms.
- Have students read and discuss the entrepreneurs featured in chapter opener and the Picture Yourself Here feature. Ask students why they think those entrepreneurs were featured and what sets them apart from other small business owners.

- Prior to assigning the reading of the chapter, ask students to identify what makes a good leader.
- Ask each student to identify and list any leadership traits and skills they currently possess.
- Ask students to write a report comparing and contrasting the management skills and traits with those of good leaders.
- Ask students to choose similar businesses to their own and research how those businesses recruit employees.
- Ask students to discuss how to best use social media for employee recruitment.
- Ask students to create at least ten questions they would ask job applicants during interviews.
- Ask students to research similar businesses or businesses that might be in competition with them to determine which vendors they use.
- Ask students to continue exploring possible vendors for their businesses by determining how they could purchase inventory that would surpass what the competition offers.
- Hold a class discussion about why it is important to evaluate current vendors.
- Prior to reading the chapter, have a discussion about the risks they might anticipate when opening and operating a business.
- In small groups, ask students to theorize how they could minimize theft and fraud in their businesses.
- Ask each student to research the fiscal periods of businesses similar to the one he or she plans to start. Why were those fiscal periods chosen? What do you want your business' fiscal period to be?
- Ask the students to list all the daily transactions they might have in their businesses.

How will progress be monitored?

Formative Assessments

Classwork, homework, observation of group cooperation and interaction, participation in classroom discussion, and Unit Pre-Test, Presentation

Summative Assessments

Unit Post-Test, Quizzes, Biz Innovator computer simulations, Student Career Plan, and Benchmark assessment

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Use prompts and model directions

Use task analysis to break down activities and lessons into each individual step needed to complete the task

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Have student repeat/rephrase written directions

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Hoagies Gifted Education Page

<http://www.hoagiesgifted.org/programs.htm>

21st Century Learning

Resources:

Partnership for 21st Century Learning

<http://www.p21.org/>

Career Ready Practices (NJDOE)

<http://www.nj.gov/education/cte/hl/CRP.pdf>

Unit Name: Expanding and Exiting

Time Frame: 2 weeks

Author: Egg Township High School Business Department

UNIT

Subject: Entrepreneurship - ALAB Country: **USA**

Course/Grade: 12

State/Group: **NJ**

School: **Egg Harbor Township HS**

UNIT SUMMARY

Every entrepreneur wants to know his or her business will grow and remain profitable. There are a number of ways to achieve growth. Choosing the right growth strategies is part of the planning process. Exiting a business is also something that should be considered long before it finally happens. Leaving a prosperous business to your family and selling it to reap the profits are both viable options, among others. Which might you choose?

UNIT RESOURCES

Text: Entrepreneurship 2013 - Brenda Clark/Judy Commers

Workbook: Entrepreneurship Student Workbook - Karel Sovak/Irina Weisblat

Presentation: Biz Innovator Chapter PowerPoint

Additional: Concept Maps, Biz Innovator Simulations, Venture Entrepreneurial Expedition

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- The National Consortium for Entrepreneurship Education
 - <http://www.entre-ed.org/teacher-classroom-resources/>
- Youth Educators | Entrepreneurial Thinking Activities
 - <http://www.eiu.edu/youtheducators/thinkingacts.php>
- Teaching Entrepreneurship
 - <http://www.teachingentrepreneurship.org/category/classroom-tools/>
- Entrepreneurs in the Classroom: M.Y.O.B. Spells Success
 - http://www.educationworld.com/a_lesson/lesson178.shtml
- The National Council on Economic Education
 - <https://www.councilforeconed.org/>
- The Mint: Start Your Own Business
 - <http://www.themint.org/teens/be-your-own-boss.html>
- To Grow or Not to Grow?
 - <https://tweakyourbiz.com/growth/2013/06/26/to-grow-or-not-to-grow-that-is-the-small-business-question?CFID=242864&CFTOKEN=53506200>

- 4 Successful Business Tips (NEW 2018)
 - <https://www.entrepreneur.com/article/297487?CFID=242864&CFTOKEN=53506200>
- Resources About Employee Ownership
 - <https://www.inc.com/guides/hr/20695.html%20?CFID=242864&CFTOKEN=53506200>
- America's Largest Majority Employee-Owned Companies
 - <https://www.nceo.org/articles/employee-ownership-100>
- ESOP Facts
 - <https://www.esop.org/?CFID=242864&CFTOKEN=53506200>
- Company for Sale by Owner - or Maybe Not
 - <https://www.inc.com/magazine/20000601/19122.html?CFID=242864&CFTOKEN=53506200>
- 7 Exit Strategies (NEW 2018)
 - <https://www.thebalancesmb.com/small-business-exit-strategies-2947988>
- Why you Should Start Preparing Your Exit Strategy Now
 - <https://www.entrepreneur.com/article/227924?CFID=242864&CFTOKEN=53506200>
- Examples of Individuals Who Need an Exit Strategy (NEW 2018)
 - http://www.nbcnews.com/id/41142811/ns/business-us_business/t/going-somewhere-some-ceo-exit-strategies/#.WbA0EciGO70?CFID=242864&CFTOKEN=53506200
- Reasons for Business Valuation
 - <http://www.corpval.com/business-valuation/reasons-for-business-valuation/?CFID=242864&CFTOKEN=53506200>

GOALS AND STANDARDS

CAREER READY PRACTICES:

- 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.

9.2 CAREER AWARENESS, EXPLORATION, AND PREPARATION:

- 9.2.12.C.3 Identify transferable career skills and design alternate career plans.

- 9.2.12.C.4 Analyze how economic conditions and societal changes influence employment trends and future education.
- 9.2.12.C.6 Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.
- 9.2.12.C.7 Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.

9.3 CAREER AND TECHNICAL EDUCATION:

- 9.3.12.BM.1 Utilize mathematical concepts, skills and problem solving to obtain necessary information for decision-making in business.
- 9.3.12.BM.2 Describe laws, rules and regulations as they apply to effective business operations.
- 9.3.12.BM.3 Explore, develop and apply strategies for ensuring a successful business career.
- 9.3.12.BM.4 Identify, demonstrate and implement solutions in managing effective business customer relationships.
- 9.3.12.BM.5 Implement systems, strategies and techniques used to manage information in a business.
- 9.3.12.BM.6 Implement, monitor and evaluate business processes to ensure efficiency and quality results.

- 9.3.12.BM-ADM.1 Plan, staff, lead and organize human resources to enhance employee productivity and satisfaction.
- 9.3.12.BM-ADM.2 Access, evaluate and disseminate information for business decision making.
- 9.3.12.BM-ADM.3 Plan, monitor and manage day-to-day business activities.

- 9.3.12.BM-BIM.1 Describe and follow laws and regulations affecting business operations and transactions.
- 9.3.12.BM-BIM.2 Plan, monitor, manage and maintain the use of financial resources to ensure a business's financial wellbeing.
- 9.3.12.BM-BIM.3 Access, evaluate and disseminate information for business decision making.
- 9.3.12.BM-BIM.4 Plan, monitor and manage day-to-day business activities to sustain continued business functioning.
- 9.3.12.BM-BIM.5 Plan, organize and manage an organization/department to achieve business goals.

- 9.3.21.BM-MGT.1 Describe and follow laws and regulations affecting business operations and transactions.
- 9.3.12.BM-MGT.2 Access, evaluate and disseminate information for business decision making.
- 9.3.12.BM-MGT.3 Apply economic concepts fundamental to global business operations.
- 9.3.12.BM-MGT.4 Employ and manage techniques, strategies and systems to enhance business relationships.
- 9.3.12.BM-MGT.5 Plan, monitor, manage and maintain the use of financial resources to ensure a business's financial wellbeing.
- 9.3.12.BM-MGT.6 Plan, monitor and manage day-to-day business activities to sustain continued business functioning.
- 9.3.12.BM-MGT.7 Plan, organize and manage an organization/department to achieve business goals.

- 9.3.12.BM-MGT.8 Create strategic plans used to manage business growth, profit and goals.
- 9.3.12.BM-HR.1 Describe and follow laws and regulations affecting human resource operations.
- 9.3.12.BM-HR.2 Access, evaluate and disseminate information for human resources management decision making.
- 9.3.12.BM-HR.3 Motivate and supervise personnel to achieve completion of projects and business goals.
- 9.3.12.BM-HR.4 Plan, monitor and manage the use of financial and human resources to ensure a business's financial wellbeing.
- 9.3.12.BM-HR.5 Plan, staff, lead and organize human resources to enhance employee productivity and satisfaction.
- 9.3.12.BM-HR.6 Plan, monitor and manage day-to-day business activities to foster a healthy and safe work environment.
- 9.3.12.BM-HR.7 Plan, organize and implement compensation, benefits, health and safety programs.
- 9.3.12.BM-OP.1 Describe and follow laws and regulations affecting business operations and transactions.
- 9.3.12.BM-OP.2 Develop and maintain positive customer relationships.
- 9.3.12.BM-OP.3 Apply inventory tracking systems to facilitate operational controls.
- 9.3.12.BM-OP.4 Plan, monitor and manage day-to-day business activities to maintain and improve operational functions.

New Jersey State Learning Standards Language Arts

- LA.11-12.W.11-12.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

New Jersey State Learning Standards Technology

- TECH.8.1.12.A.CS2 - Select and use applications effectively and productively.
- TECH.8.1.12.C.CS2 - Communicate information and ideas to multiple audiences using a variety of media and formats.
- TECH.8.1.12.C.CS1 - Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
- TECH.8.1.12.C - Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
- TECH.8.1.12.B.2 - Apply previous content knowledge by creating and piloting a digital learning game or tutorial.
- TECH.8.1.12.B.CS2 - Create original works as a means of personal or group expression.
- TECH.8.1.12.B.CS1 - Apply existing knowledge to generate new ideas, products, or processes.
- TECH.8.1.12.B - Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

ENDURING UNDERSTANDING

Students will understand and learn how to.....

- **Describe** strategies to grow the business.
- **Determine** possible exit strategies for leaving the business.
- **Explain** the concept of growing a business.
- **Describe** how to achieve organic growth.
- **Describe** how to achieve inorganic growth.
- **Identify** ways an entrepreneur may leave a business he or she started.
- **Explain** harvest strategies as they relate to exiting a business.

ESSENTIAL QUESTIONS

- How much will it grow and how will you achieve that growth?
- Who will run the business after you leave?
- Will you sell your business or will a family member take over?

KNOWLEDGE AND SKILLS

Students will know:

- Strategies to grow the business.
- Possible exit strategies for leaving the business..
- How to achieve organic growth.
- How to achieve inorganic growth.
- The different ways an entrepreneur may leave a business he or she started.
- Harvest strategies as they relate to exiting a business.

Students will be skilled at:

- Strategies to grow the business.
- Possible exit strategies for leaving the business..
- How to achieve organic growth.
- How to achieve inorganic growth.
- The different ways an entrepreneur may leave a business he or she started.
- Harvest strategies as they relate to exiting a business.

STAGE TWO

PERFORMANCE TASKS

- Develop a plan for growing your company for the long term.
- Differentiate between organic and inorganic growth.
- Brainstorm how to fund growth at different phases of the business cycle.
- Develop an exit strategy for the sale of a business. Create a succession plan (bring in guest speaker for family planning)
- Create list of financial and legal obligations.

OTHER EVIDENCE

- Quizzes
- Classroom discussion participation
- Teacher observation of classroom assignments/activities
- Presentations and interactive student teaching
- Student self reflection - Do I have what it takes to be an entrepreneur? Would I be better off as an employee?

STAGE THREE

LEARNING PLAN

- Assign the chapter pretests.
- Ask students to complete the Web Connect research exercise in the beginning of the section.
- Prior to reading the chapter, have students list all of the benefits that small businesses bring to the local community.
- Have students read the Entrepreneurs and the Economy feature article in the unit opener. Initiate a class discussion about the topics presented. Are students familiar with the economic terms and topics in the feature? Discuss how the information relates to the overall theme of the unit.
- Review the vocabulary terms at the beginning of the section. Where have students encountered these terms before? Help students make educated guesses about the meanings of the terms with which they are least familiar.
- Assign the College and Career Readiness Reading Prep activity before students read the chapter to explore the suggested topics.
- Ask students to add the definitions of the terms in Build Your Vocabulary to their personal glossary of entrepreneurship terms.
- Have students read and discuss the entrepreneurs featured in chapter opener and the Picture Yourself Here feature. Ask students why they think those entrepreneurs were featured and what sets them apart from other small business owners.
- Prior to reading the chapter, ask students how they think businesses grow.
- Ask students to work in small groups to discuss and develop ways to keep a business profitable during a recession.

- Assign students to small groups to research how two well-known companies grew their businesses. Did they grow organically or inorganically?

How will progress be monitored?

Formative Assessments

Classwork, homework, observation of group cooperation and interaction, participation in classroom discussion, and Unit Pre-Test, Presentation

Summative Assessments

Unit Post-Test, Quizzes, Biz Innovator computer simulations, Student Career Plan, and Benchmark assessment

Special Education Interventions in General Education

Visual Supports

Extended time to complete tests and assignments

Graphic Organizers

Mnemonic tricks to improve memory

Study guides

Use agenda book for assignments

Provide a posted daily schedule

Use of classroom behavior management system

Use prompts and model directions

Use task analysis to break down activities and lessons into each individual step needed to complete the task

Use concrete examples to teach concepts

Have student repeat/rephrase written directions

Heterogeneous grouping

Resources:

Do to Learn:

<http://www.do2learn.com/>

Sen Teacher:

<http://www.senteacher.org/>

Intervention Central:

<http://www.interventioncentral.org/>

Learning Ally:

<https://www.learningally.org/>

English Language Learners Interventions in Regular Education

Resources:

FABRIC - Learning Paradigm for ELLs (NJDOE)

www.nj.gov/education/bilingual/pd/fabric/fabric.pdf

Guide to Teaching ELL Students

<http://www.colorincolorado.org/new-teaching-ells>

Edutopia - Supporting English Language Learners

<https://www.edutopia.org/blog/strategies-and-resources-supporting-ell-todd-finley>

Reading Rockets

<http://www.readingrockets.org/reading-topics/english-language-learners>

Gifted and Talented Interventions in Regular Education

Resources:

Who are Gifted and Talented Students

<http://www.npr.org/sections/ed/2015/09/28/443193523/who-are-the-gifted-and-talented-and-what-do-they-need>

Hoagies Gifted Education Page

<http://www.hoagiesgifted.org/programs.htm>

21st Century Learning

Resources:

Partnership for 21st Century Learning

<http://www.p21.org/>

Career Ready Practices (NJDOE)

<http://www.nj.gov/education/cte/hl/CRP.pdf>