

Entrepreneurship 1

Unit Title: Unit 1: Going into Business Yourself

Stage 1: Desired Results

Standards & Indicators:

- 9.1.12.A.3 Analyze the relationship between various careers and personal learning goals.
- 9.1.12.E.1 Evaluate the appropriateness of different types of monetary transactions (e.g., electronic transfer, check, certified check, money order, gift card, barter) for various situations.
- 9.1.12.E.2 Analyze and apply multiple sources of financial information when prioritizing financial decisions.
- 9.1.12.E.3 Determine how objective, accurate, and current financial information affects the prioritization of financial decisions.
- 9.2.12.C.1- Review career goals and determine steps necessary for attainment.
- 9.2.12.C.2- Modify Personalized Student Learning Plans to support declared career goals.
- 9.2.12.C.3- Identify transferable career skills and design alternative career plans.
- 9.2.12.C.4- Analyze how economic conditions and societal changes influence employment trends and future education.
- 9.2.12.C.5- Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
- 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.
- 9.2.12.C.8- Assess the impact of litigation and court decisions on employment laws and practices.
- 9.2.12.C.9- Analyze the correlation between personal and financial behavior and employability
- 9.3.12.BM.1 Utilize mathematical concepts, skills, problem solving to obtain necessary information for decision-making in business.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.1.12.CFR.1	Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.	Philanthropic, charitable, and entrepreneurial organizations play distinctly different but vitally important roles in supporting the interests of local and global communities.
9.1.12.CFR.2:	Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions.	Philanthropic, charitable, and entrepreneurial organizations play distinctly different but vitally important roles in supporting the interests of local and global communities.
9.1.12.CFR.3:	Research companies with corporate governance policies supporting the common good and human rights	The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.

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9.1.12.CFR.4	Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures.	The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.
9.1.12.RM.1	Describe the importance of various sources of income in retirement, including Social Security, employer-sponsored retirement savings plans, and personal investments.	A person's tolerance for investment risk can change depending on factors such as life circumstances, financial goals, and economic conditions.
9.1.2.CAP.1:	Make a list of different types of jobs and describe the skills associated with each job.	Different types of jobs require different knowledge and skills.
9.1.2.CAP.3	Define entrepreneurship and social entrepreneurship.	There are benefits and drawbacks to being an entrepreneur
9.1.2.CAP.4	List the potential rewards and risks to starting a business.	There are benefits and drawbacks to being an entrepreneur.
9.2.5.CAP.1:	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes	An individual's passions, aptitude and skills can affect his/her employment and earning potential.
9.2.5.CAP.6	Compare the characteristics of a successful entrepreneur with the traits of successful employees	There are a variety of factors to consider before starting a business.
9.2.5.CAP.7	Identify factors to consider before starting a business.	Identify factors to consider before starting a business
9.2.8.CAP.5	Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan	Developing and implementing an action plan is an essential step for achieving one's personal and professional goals.
9.4.12.CT.1:	Identify problem-solving strategies used in the development of an innovative product or practice	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
9.4.12.IML.1:	Compare search browsers and recognize features that allow for filtering of information.	Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform decision-making.
9.4.12.TL.4:	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem	Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.
Central Idea/Enduring Understanding: Unit 1 - Going into Business for Yourself Chapter 1 - What is Entrepreneurship? <ul style="list-style-type: none"> Students will define the role of small business and entrepreneurship in the economy 		Essential/Guiding Question: <ul style="list-style-type: none"> How is owning a business different than it was in the past? What is the role of economic indicators and business cycles.

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<ul style="list-style-type: none"> • Compare and contrast economic systems and explain how economics is about making choices. • Analyze entrepreneurship from a historical perspective. <p>Chapter 2 - Your Potential as an Entrepreneur</p> <ul style="list-style-type: none"> • Students will identify the rewards of going into business for themselves. • Recognize the risks of going into business for themselves. • Describe the background, characteristics and skills of successful entrepreneurs. <p>Chapter 3 - Recognizing Opportunity</p> <ul style="list-style-type: none"> • Students will examine current trends that provide opportunities for entrepreneurs. • Identity ways to recognize opportunity • Identity the importance of personal values and goals in choosing an entrepreneurial pursuit <p>Chapter 4 - Global Opportunities</p> <ul style="list-style-type: none"> • Students will describe the role of entrepreneurship in today's multicultural, global economy. • Explain why the global market is important • Explain how to find the best international markets 	<ul style="list-style-type: none"> • What is the difference between a monopoly and an oligopoly? • What role does competition play in the economy? • What are some resources you will need to start up a business? <ul style="list-style-type: none"> • What does it take to be an entrepreneur? • What do you think would be the most important personal reward of being an entrepreneur? • How can a business owner's income be both a reward and a risk? • What characteristics or personality traits do entrepreneurs have in common? <ul style="list-style-type: none"> • What entrepreneurial opportunities would make the most of your skills and talents? • Why type of business interest you most? Why?. • What are three benefits of outsourcing? <ul style="list-style-type: none"> • In what ways have you seen the effects of a global economy? • What effects have new technologies had on world markets? • Why do you need to understand the culture of the counter in which you do business?
<p><u>Content:</u></p> <p>Chapter 1 - What is Entrepreneurship?</p> <ul style="list-style-type: none"> • 1.1 - Entrepreneurship and the Economy • 1.2 - The Entrepreneurial Process <p>Chapter 2 - Your Potential as an Entrepreneurship</p> <ul style="list-style-type: none"> • 2.1 - Why be an Entrepreneur? • 2.2 - What does it take to be an Entrepreneur? <p>Chapter 3 - Recognizing Opportunity</p> <ul style="list-style-type: none"> • 3.1 - Understanding entrepreneurial trends 	<p><u>Skills (Objectives):</u></p> <p><u>Chapter 1:</u> Students will define the role of small business and entrepreneurship in the economy</p> <ul style="list-style-type: none"> • 1.1 - Compare and contrast economic systems and explain how economics is about making choices. • 1.2 - Analyze entrepreneurship from a historical perspective. <p>Chapter 2 - Students will identify the rewards of going into business for themselves.</p> <ul style="list-style-type: none"> • 2.1 - Recognize the risks of going into business for themselves. • 2.2 - Describe the background, characteristics and skills of successful entrepreneurs. <p>Chapter 3 - Students will examine current trends that provide opportunities for entrepreneurs.</p>

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<ul style="list-style-type: none"> 3.2 Starting versus buying a Business <p>Chapter 4 - Global Opportunities</p> <ul style="list-style-type: none"> 4.1 - Global Entrepreneurship 4.2 - Ways to Enter the Global Market <p>Work Based Learning Field trips to different companies/entrepreneurs Speakers from entrepreneurs</p>	<ul style="list-style-type: none"> 3.1 - Identity ways to recognize opportunity 3.2 - Identity the importance of personal values and goals in choosing an entrepreneurial pursuit <p>Chapter 4 - Students will describe the role of entrepreneurship in today's multicultural, global economy.</p> <ul style="list-style-type: none"> 4.1 - Explain why the global market is important 4.2 - Explain how to find the best international markets
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Interdisciplinary Connections:

Financial Literacy – discussions and activities will guide students in the exploration of both business finance issues and critical personal finance topics

Global Awareness/Economics – discussions and activities will present the role of entrepreneurship in a global environment and will reflect current trends, concerns, and issues in global business, including cultural diversity in the workplace

Technology – Students will transform the classroom into a working office, VE students establish and manage a company, conducting business with other “firms” domestically and internationally.

Stage 2: Assessment Evidence

Performance Task(s):

- Warm ups - Topics pertaining to entrepreneurship
- Key Terms and Definitions
- Learn through pictures
- Connect to the World
- Practice communication
- Academic standards
- Reading strategies
- Self-check:
 - Describe
 - Explain
 - Identify
- Crossword puzzles
- Word Searches
- Enrichment activities
- Case Studies
- Chapter Assessment

Other Evidence:

- Entrepreneurs in Action
- Ethics and Business
- BusinessWeek Case study
- Go Green - products and services friendly to the environment
- Global workplace which discusses some global challenges and opportunities.
- Discovery Projects
- Connect to the Photo
- Reading Strategies/Guides
- Develop college and career skills
- Academic skills
- Real-world skills and 21st Century Skills
- Connect to their community
- Graphic Organizers
- Chapter games and activities
- Enrichment activities
- Lesson Reviews, Powerpoint Presentations, Chapter Reviews, Chapter Quizzes, Chapter Tests, and Unit Tests

Stage 3: Learning Plan

Learning Opportunities/Strategies:

- Chapter Features:
 - Case studies
 - Go green environment

Resources:

Textbook - Entrepreneurship Building a Business
Textbook - Entrepreneurship Owning Your Future

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<ul style="list-style-type: none"> ○ Tech savvy ○ Global workplace ○ Entrepreneurs in action ○ Ethics and business ● Vocabulary Development <ul style="list-style-type: none"> ○ Use context to determine meaning ○ Predict a possible meaning of the base or root ● Reading Strategies <ul style="list-style-type: none"> ○ Reading guide to preview the chapter content ○ The main idea ○ Content vocabulary ○ Reading check ● Techniques to understand and remember what you read <ul style="list-style-type: none"> ○ Preview strategies: read, look, skim, decide and predict ○ Determine the main idea ● Understanding text structure <ul style="list-style-type: none"> ○ Compare and contrast ○ Cause and effect ○ Problem and solution ● Assessments: <ul style="list-style-type: none"> ○ Self-check sections ○ Visual summary ○ Vocabulary and concept checks ○ Academic skills ○ Real-world skills ○ Standardized test practice 	<p>Ethics and Business websites</p> <p>College and Career Readiness</p> <p>BusinessWeek articles and case studies</p> <p>Online learning center from glencoe.com</p> <p>Research Patents - US Patent Office</p> <p>Social Studies Resources:</p> <ul style="list-style-type: none"> ● The New Jersey Amistad Commission Interactive Curriculum ● NJ Commission on Holocaust Education ● Learning for Justice <p>LGBT and Disabilities Law Resources:</p> <ul style="list-style-type: none"> ● GLSEN Educator Resources ● Supporting LGBTQIA Youth Resource List ● Respect Ability: Fighting Stigmas, Advancing Opportunities <p><i>*Be sure to only include applicable resources.</i></p>
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Differentiation

*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

Accommodations or Modifications:

- Repetition
- Study/test guide
- Restate directions
- Visual prompts
- Extended time (homework/tests)

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Visual learning	Visual learning	Visual learning	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing
Auditory learning	Auditory learning	Auditory learning	
Progress/advance to the next activity	Quizzes and tests are modified	Quizzes and tests are modified	
Modify our curriculum based on student's ability level	Extra time is given on assignments	Extra time is given on assignments	

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Use a consistent daily routine	Preferential seating is provided	Preferential seating is provided	ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries
Individualized instruction	Individualized instruction	Individualized instruction	
Tutoring	Tutoring	Tutoring	
Students may redo assignments any time without penalty	Modify our curriculum based on student's ability level	Modify our curriculum based on student's ability level	
	Use a consistent daily routine	Use a consistent daily routine	
	Students may redo assignments any time without penalty	Students may redo assignments any time without penalty	

Unit Title: Unit 2 - Researching and Planning Your Venture

Stage 1: Desired Results

Standards & Indicators:

- 9.1.12.A.3 Analyze the relationship between various careers and personal learning goals.
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- 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.
- 9.2.12.C.8- Assess the impact of litigation and court decisions on employment laws and practices.
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9.1.12.CFR.2:	Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions.	Philanthropic, charitable, and entrepreneurial organizations play distinctly different but vitally important roles in supporting the interests of local and global communities.
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9.4.12.TL.4:	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem	Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.
<p><u>Central Idea/Enduring Understanding:</u> Unit 2 - Researching and Planning Your Venture</p> <p>Chapter 5 - Feasibility and Business Planning</p> <ul style="list-style-type: none"> Students will discuss the importance of defining a prospective business by writing a clear and concise business concept. Describe how a feasibility study can be used to test a concept in the marketplace. Identify and describe the components and formats of a business plan. <p>Chapter 6 - Market Analysis</p> <ul style="list-style-type: none"> Students will define areas of analysis for industry and market research. Describe how to conduct effective market research Explain how to research an industry <p>Chapter 7 - Types of Business Ownership</p> <ul style="list-style-type: none"> Students will discuss the sole proprietorship legal form. Identify the partnership legal form Explain how the corporate form gives owners more protection from liability <p>Chapter 8 - The Legal Environment</p> <ul style="list-style-type: none"> The students will explain how to protect your intellectual property. Discuss the laws affecting the start-up of a business Identify the laws that regulate trade <p>Chapter 9 - Site Selection and Layout Planning</p> <ul style="list-style-type: none"> Students will list the factors involved in deciding on a community in which to locate a business. Identify the factors to consider when selecting a business site List the steps in layout planning aht are common to all businesses. 		<p><u>Essential/Guiding Question:</u></p> <ul style="list-style-type: none"> How do you plan a business How will you determine whether our business will provide a product or a service? Why would you test a business concept before writing a business plan? <ul style="list-style-type: none"> What do you need to know about the industry and market before starting our business? Why is it important to study the market you have targeted? Why should you research the industry? <ul style="list-style-type: none"> What types of business ownership can you find in your community? What are some good qualities to look for in a business partner? What is a sole proprietorship? <ul style="list-style-type: none"> What laws and regulations apply to different types of businesses? What types of things does your business own that you would want to protect? What does it mean for a patent to be in pending status? <ul style="list-style-type: none"> How will you analyze the floor plans? What are some key considerations in selecting a community for your business? What are some examples of businesses incentives?

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<p><u>Content:</u></p> <p>Chapter 5 - Feasibility and Business Planning</p> <ul style="list-style-type: none"> • 5.1 - Feasibility Analysis: Testing an Opportunity • 5.2 - The Business Plan <p>Chapter 6 - Market Analysis</p> <ul style="list-style-type: none"> • 6.1 Doing Market Research • 6.2 - Industry and Market Analysis <p>Chapter 7 - Types of Business Ownership</p> <ul style="list-style-type: none"> • 7.1 - Sole Proprietorships and Partnerships • 7.2 - Corporations <p>Chapter 8 - The Legal Environment</p> <ul style="list-style-type: none"> • 8.1 - Legal Issues Facing StartUps • 8.2 - Handling Government Regulations <p>Chapter 9 - Site Selection and Layout Planning</p> <ul style="list-style-type: none"> • 9.1 - Community and Site Selection • 9.2 - Layout Planning <p><u>Work Based Learning</u> Field trips to different companies/entrepreneurs Speakers from entrepreneurs</p>	<p><u>Skills (Objectives):</u></p> <p>Chapter 5 - Students will discuss the importance of defining a prospective business by writing a clear and concise business concept.</p> <ul style="list-style-type: none"> • 5.1 - Describe how a feasibility study can be used to test a concept in the marketplace. • 5.2 - Identify and describe the components and formats of a business plan. <p>Chapter 6 - Students will define areas of analysis for industry and market research.</p> <ul style="list-style-type: none"> • 6.1 - Describe how to conduct effective market research • 6.2 - Explain how to research an industry <p>Chapter 7 - Students will discuss the sole proprietorship legal form.</p> <ul style="list-style-type: none"> • 7.1 - Identify the partnership legal form • 7.2 - Explain how the corporate form gives owners more protection from liability <p>Chapter 8 - The students will explain how to protect your intellectual property.</p> <ul style="list-style-type: none"> • 8.1 - Discuss the laws affecting the start-up of a business • 8.2 - Identity the laws that regulate trade <p>Chapter 9 - Students will list the factors involved in deciding on a community in which to locate a business.</p> <ul style="list-style-type: none"> • 9.1 - Identify the factors to consider when selecting a business site • 9.2 - List the steps in layout planning aht are common to all businesses.
<p><u>Interdisciplinary Connections:</u></p> <p><u>Financial Literacy</u> – discussions and activities will guide students in the exploration of both business finance issues and critical personal finance topics</p> <p><u>Global Awareness/Economics</u> – discussions and activities will present the role of entrepreneurship in a global environment and will reflect current trends, concerns, and issues in global business, including cultural diversity in the workplace</p> <p><u>Technology</u> – Students will transform the classroom into a working office, VE students establish and manage a company, conducting business with other “firms” domestically and internationally.</p>	

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Stage 2: Assessment Evidence

Performance Task(s):

- Warm ups - Topics pertaining to entrepreneurship
- Key Terms and Definitions
- Learn through pictures
- Connect to the World
- Practice communication
- Academic standards
- Reading strategies
- Self-check:
 - Describe
 - Explain
 - Identify
- Crossword puzzles
- Word Searches
- Enrichment activities
- Case Studies
- Chapter Assessment

Other Evidence:

- Entrepreneurs in Action
- Ethics and Business
- BusinessWeek Case study
- Go Green - products and services friendly to the environment
- Global workplace which discusses some global challenges and opportunities.
- Discovery Projects
- Connect to the Photo
- Reading Strategies/Guides
- Develop college and career skills
- Academic skills
- Real-world skills and 21st Century Skills
- Connect to their community
- Graphic Organizers
- Chapter games and activities
- Enrichment activities

Lesson Reviews, Powerpoint Presentations, Chapter Reviews, Chapter Quizzes, Chapter Tests, and Unit Tests

Stage 3: Learning Plan

Learning Opportunities/Strategies:

- Chapter Features:
 - Case studies
 - Go green environment
 - Tech savvy
 - Global workplace
 - Entrepreneurs in action
 - Ethics and business
- Vocabulary Development
 - Use context to determine meaning
 - Predict a possible meaning of the base or root
- Reading Strategies
 - Reading guide to preview the chapter content
 - The main idea
 - Content vocabulary
 - Reading check
- Techniques to understand and remember what you read
 - Preview strategies: read, look, skim, decide and predict
 - Determine the main idea
- Understanding text structure
 - Compare and contrast
 - Cause and effect
 - Problem and solution
- Assessments:

Resources:

Textbook - Entrepreneurship Building a Business
 Textbook - Entrepreneurship Owning Your Future
 Ethics and Business websites
 College and Career Readiness
 BusinessWeek articles and case studies
 Online learning center from glencoe.com
 Research Patents - US Patent Office

Social Studies Resources:

- [The New Jersey Amistad Commission Interactive Curriculum](#)
- [NJ Commission on Holocaust Education](#)
- [Learning for Justice](#)

LGBT and Disabilities Law Resources:

- [GLSEN Educator Resources](#)
- [Supporting LGBTQIA Youth Resource List](#)
- [Respect Ability: Fighting Stigmas, Advancing Opportunities](#)

**Be sure to only include applicable resources.*

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<ul style="list-style-type: none"> ○ Self-check sections ○ Visual summary ○ Vocabulary and concept checks ○ Academic skills ○ Real-world skills ○ Standardized test practice 	
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Differentiation

*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

Accommodations or Modifications:

- Repetition
- Study/test guide
- Restate directions
- Visual prompts
- Extended time (homework/tests)

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Visual learning Auditory learning Progress/advance to the next activity Modify our curriculum based on student's ability level Use a consistent daily routine Individualized instruction Tutoring Students may redo assignments any time without penalty	Visual learning Auditory learning Quizzes and tests are modified Extra time is given on assignments Preferential seating is provided Individualized instruction Tutoring Modify our curriculum based on student's ability level Use a consistent daily routine Students may redo assignments any time without penalty	Visual learning Auditory learning Quizzes and tests are modified Extra time is given on assignments Preferential seating is provided Individualized instruction Tutoring Modify our curriculum based on student's ability level Use a consistent daily routine Students may redo assignments any time without penalty	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

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Unit Title: Unit 3 - Managing Market Strategies

Stage 1: Desired Results

Standards & Indicators:

- 9.1.12.A.3 Analyze the relationship between various careers and personal learning goals.
- 9.1.12.E.1 Evaluate the appropriateness of different types of monetary transactions (e.g., electronic transfer, check, certified check, money order, gift card, barter) for various situations.
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Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
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9.1.12.CFR.2:	Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions.	Philanthropic, charitable, and entrepreneurial organizations play distinctly different but vitally important roles in supporting the interests of local and global communities.
9.1.12.CFR.3:	Research companies with corporate governance policies supporting the common good and human rights	The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.
9.1.12.CFR.4	Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures.	The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.

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9.1.12.RM.1	Describe the importance of various sources of income in retirement, including Social Security, employer-sponsored retirement savings plans, and personal investments.	A person's tolerance for investment risk can change depending on factors such as life circumstances, financial goals, and economic conditions.
9.1.2.CAP.1:	Make a list of different types of jobs and describe the skills associated with each job.	Different types of jobs require different knowledge and skills.
• 9.1.2.CAP.3	Define entrepreneurship and social entrepreneurship.	There are benefits and drawbacks to being an entrepreneur
9.1.2.CAP.4	List the potential rewards and risks to starting a business.	There are benefits and drawbacks to being an entrepreneur.
9.2.5.CAP.1:	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes	An individual's passions, aptitude and skills can affect his/her employment and earning potential.
9.2.5.CAP.6	Compare the characteristics of a successful entrepreneur with the traits of successful employees	There are a variety of factors to consider before starting a business.
• 9.2.5.CAP.7	Identify factors to consider before starting a business.	Identify factors to consider before starting a business
9.2.8.CAP.5	Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan	Developing and implementing an action plan is an essential step for achieving one's personal and professional goals.
9.4.12.CT.1:	Identify problem-solving strategies used in the development of an innovative product or practice	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
9.4.12.IML.1:	Compare search browsers and recognize features that allow for filtering of information.	Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform decision-making.
9.4.12.TL.4:	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem	Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.

<p><u>Central Idea/Enduring Understanding:</u></p> <p>Chapter 10 - The Marketing Plan</p> <ul style="list-style-type: none"> Students will identify the purpose of the marketing plan Name the five marketing strategies that make up the marketing mix. List the factors to consider for each strategy when reviewing the marketing mix. <p>Chapter 11 - The Price strategy</p>	<p><u>Essential/Guiding Question:</u></p> <ul style="list-style-type: none"> What kinds of market research are needed as the starting point for the marketing plan? What are the five Ps of the marketing mix? How would you organize the marketing information you have collected? <ul style="list-style-type: none"> What do you want to accomplish through pricing? When is a break-even point reached?
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<ul style="list-style-type: none"> • The students will identify the factors that affect price strategy. • Describe the components that go into making price strategy decisions • Explain how to employ formulas used to compute discounts. <p>Chapter 12 - The Promotion Strategy</p> <ul style="list-style-type: none"> • The students will explain the role of the promotion strategy • Identify considerations for putting together a promotion mix. • Describe ways to implement your promotion strategy <p>Chapter 13 - The Promotion Strategy: Developing and Managing Sales</p> <ul style="list-style-type: none"> • The students will explain the role of personal selling in businesses • Define the two types of selling situations • Identify the components of sales planning 	<ul style="list-style-type: none"> • What is markup? <ul style="list-style-type: none"> • What are some ways you have seen new products or services promoted? • How should you carry out promotional plans if you are on a tight budget? • Why is it important to coordinate the elements of your promotional mix? <ul style="list-style-type: none"> • What qualities would you want in your salespeople? • What is the difference between order taking and order getting? • What kinds of rewards could you offer to your staff to motivate them?
<p><u>Content:</u></p> <p>Chapter 10 - The Marketing Plan</p> <ul style="list-style-type: none"> • 10.1 - Developing a Marketing Plan • 10.2 - Updating the Marketing Plan <p>Chapter 11 - The Price strategy</p> <ul style="list-style-type: none"> • 11.1 - Price Strategy Considerations • 11.2 - Calculating and Changing Prices <p>Chapter 12 - The Promotion Strategy</p> <ul style="list-style-type: none"> • 12.1 - Developing a Promotion Strategy • 12.2 - Budgeting and Implementing Promotional Plans <p>Chapter 13 - The Promotion Strategy: Developing and Managing Sales</p> <ul style="list-style-type: none"> • 13.1 - Organizing the Preparing a Sales Force • 13.2 - Planning, Directing, and evaluating Sales 	<p><u>Skills(Objectives):</u></p> <p>Chapter 10- Students will identify the purpose of the marketing plan</p> <ul style="list-style-type: none"> • 10.1 - Name the five marketing strategies that make up the marketing mix. • 10.2 - List the factors to consider for each strategy when reviewing the marketing mix. <p>Chapter 11 - The students will identify the factors that affect price strategy.</p> <ul style="list-style-type: none"> • 11.1 - Describe the components that go into making price strategy decisions • 11.2 - Explain how to employ formulas used to compute discounts. <p>Chapter 12 - The students will explain the role of the promotion strategy</p> <ul style="list-style-type: none"> • 12.1 - Identify considerations for putting together a promotion mix. • 12.2 - Describe ways to implement your promotion strategy <p>Chapter 13 - The students will explain the role of personal selling in businesses</p> <ul style="list-style-type: none"> • 13.1 - Define the two types of selling situations • 13.2 - Identify the components of sales planning

Entrepreneurship 1

<p>Work Based Learning Field trips to different companies/entrepreneurs Speakers from entrepreneurs</p>	
<p>Interdisciplinary Connections: Financial Literacy – discussions and activities will guide students in the exploration of both business finance issues and critical personal finance topics Global Awareness/Economics – discussions and activities will present the role of entrepreneurship in a global environment and will reflect current trends, concerns, and issues in global business, including cultural diversity in the workplace Technology – Students will transform the classroom into a working office, VE students establish and manage a company, conducting business with other “firms” domestically and internationally.</p>	

Stage 2: Assessment Evidence

<p>Performance Task(s):</p> <ul style="list-style-type: none"> • Warm ups - Topics pertaining to entrepreneurship • Key Terms and Definitions • Learn through pictures • Connect to the World • Practice communication • Academic standards • Reading strategies • Self-check: <ul style="list-style-type: none"> ◦ Describe ◦ Explain ◦ Identify • Crossword puzzles • Word Searches • Enrichment activities • Case Studies • Chapter Assessment 	<p>Other Evidence:</p> <ul style="list-style-type: none"> • Entrepreneurs in Action • Ethics and Business • BusinessWeek Case study • Go Green - products and services friendly to the environment • Global workplace which discusses some global challenges and opportunities. • Discovery Projects • Connect to the Photo • Reading Strategies/Guides • Develop college and career skills • Academic skills • Real-world skills and 21st Century Skills • Connect to their community • Graphic Organizers • Chapter games and activities • Enrichment activities • Lesson Reviews, Powerpoint Presentations, Chapter Reviews, Chapter Quizzes, Chapter Tests, and Unit Tests
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Stage 3: Learning Plan

<p>Learning Opportunities/Strategies:</p> <ul style="list-style-type: none"> • Chapter Features: <ul style="list-style-type: none"> ◦ Case studies ◦ Go green environment ◦ Tech savvy ◦ Global workplace ◦ Entrepreneurs in action ◦ Ethics and business • Vocabulary Development <ul style="list-style-type: none"> ◦ Use context to determine meaning ◦ Predict a possible meaning of the base or root • Reading Strategies 	<p>Resources:</p> <p>Textbook - Entrepreneurship Building a Business Textbook - Entrepreneurship Owning Your Future Ethics and Business websites College and Career Readiness BusinessWeek articles and case studies Online learning center from glencoe.com Research Patents - US Patent Office</p> <p>Social Studies Resources:</p>
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<ul style="list-style-type: none"> ○ Reading guide to preview the chapter content ○ The main idea ○ Content vocabulary ○ Reading check ● Techniques to understand and remember what you read <ul style="list-style-type: none"> ○ Preview strategies: read, look, skim, decide and predict ○ Determine the main idea ● Understanding text structure <ul style="list-style-type: none"> ○ Compare and contrast ○ Cause and effect ○ Problem and solution ● Assessments: <ul style="list-style-type: none"> ○ Self-check sections ○ Visual summary ○ Vocabulary and concept checks ○ Academic skills ○ Real-world skills ○ Standardized test practice 	<ul style="list-style-type: none"> ● The New Jersey Amistad Commission Interactive Curriculum ● NJ Commission on Holocaust Education ● Learning for Justice <p>LGBT and Disabilities Law Resources:</p> <ul style="list-style-type: none"> ● GLSEN Educator Resources ● Supporting LGBTQIA Youth Resource List ● Respect Ability: Fighting Stigmas, Advancing Opportunities <p><i>*Be sure to only include applicable resources.</i></p>
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Differentiation

*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

Accommodations or Modifications:

- Repetition
- Study/test guide
- Restate directions
- Visual prompts
- Extended time (homework/tests)

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Visual learning Auditory learning Progress/advance to the next activity Modify our curriculum based on student's ability level Use a consistent daily routine Individualized instruction Tutoring	Visual learning Auditory learning Quizzes and tests are modified Extra time is given on assignments Preferential seating is provided Individualized instruction Tutoring	Visual learning Auditory learning Quizzes and tests are modified Extra time is given on assignments Preferential seating is provided Individualized instruction Tutoring	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

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Students may redo assignments any time without penalty	Modify our curriculum based on student's ability level Use a consistent daily routine Students may redo assignments any time without penalty	Modify our curriculum based on student's ability level Use a consistent daily routine Students may redo assignments any time without penalty	
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Unit Title: Unit 4 - Managing Your Business Processes

Stage 1: Desired Results

Standards & Indicators:

- 9.1.12.A.3 Analyze the relationship between various careers and personal learning goals.
- 9.1.12.E.1 Evaluate the appropriateness of different types of monetary transactions (e.g., electronic transfer, check, certified check, money order, gift card, barter) for various situations.
 - 9.1.12.E.2 Analyze and apply multiple sources of financial information when prioritizing financial decisions.
 - 9.1.12.E.3 Determine how objective, accurate, and current financial information affects the prioritization of financial decisions.
 - 9.2.12.C.1- Review career goals and determine steps necessary for attainment.
 - 9.2.12.C.2- Modify Personalized Student Learning Plans to support declared career goals.
 - 9.2.12.C.3- Identify transferable career skills and design alternative career plans.
 - 9.2.12.C.4- Analyze how economic conditions and societal changes influence employment trends and future education.
 - 9.2.12.C.5- Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
 - 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.
 - 9.2.12.C.8- Assess the impact of litigation and court decisions on employment laws and practices.
 - 9.2.12.C.9- Analyze the correlation between personal and financial behavior and employability
 - 9.3.12.BM.1 Utilize mathematical concepts, skills, problem solving to obtain necessary information for decision-making in business.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.1.12.CFR.1	Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.	Philanthropic, charitable, and entrepreneurial organizations play distinctly different but vitally important roles in supporting the interests of local and global communities.
9.1.12.CFR.2:	Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions.	Philanthropic, charitable, and entrepreneurial organizations play distinctly different but vitally important roles in supporting the interests of local and global communities.

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9.1.12.CFR.3:	Research companies with corporate governance policies supporting the common good and human rights	The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.
9.1.12.CFR.4	Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures.	The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.
9.1.12.RM.1	Describe the importance of various sources of income in retirement, including Social Security, employer-sponsored retirement savings plans, and personal investments.	A person's tolerance for investment risk can change depending on factors such as life circumstances, financial goals, and economic conditions.
9.1.2.CAP.1:	Make a list of different types of jobs and describe the skills associated with each job.	Different types of jobs require different knowledge and skills.
• 9.1.2.CAP.3	Define entrepreneurship and social entrepreneurship.	There are benefits and drawbacks to being an entrepreneur
9.1.2.CAP.4	List the potential rewards and risks to starting a business.	There are benefits and drawbacks to being an entrepreneur.
9.2.5.CAP.1:	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes	An individual's passions, aptitude and skills can affect his/her employment and earning potential.
9.2.5.CAP.6	Compare the characteristics of a successful entrepreneur with the traits of successful employees	There are a variety of factors to consider before starting a business.
• 9.2.5.CAP.7	Identify factors to consider before starting a business.	Identify factors to consider before starting a business
9.2.8.CAP.5	Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan	Developing and implementing an action plan is an essential step for achieving one's personal and professional goals.
9.4.12.CT.1:	Identify problem-solving strategies used in the development of an innovative product or practice	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
9.4.12.IML.1:	Compare search browsers and recognize features that allow for filtering of information.	Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform decision-making.
9.4.12.TL.4:	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem	Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.
Central Idea/Enduring Understanding: Chapter 14 - Preparing and Planning to Manage		Essential/Guiding Question: <ul style="list-style-type: none"> How do managers motivate people?

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<ul style="list-style-type: none"> • The students will describe the difference between the entrepreneurial role and the management role of a new business owner. • Identify the management functions. • Name the three basic management styles <p>Chapter 15 - Managing Purchasing and Inventory</p> <ul style="list-style-type: none"> • The students will describe the importance of planning purchases. • Identify factors that affect purchasing • Explain the importance and types of inventory control <p>Chapter 16 - Production Management and Distribution</p> <ul style="list-style-type: none"> • The students will discuss how entrepreneurs develop new products • Explain the product development process • Describe the activities that are part of distribution management <p>Chapter 17 - Managing Operations and Staffing</p> <ul style="list-style-type: none"> • The students will explain the significance of operation plans • Describe the purpose of operating policies, rules and regulations. • Explain the staffing process <p>Chapter 18 - Managing Human Resources</p> <ul style="list-style-type: none"> • The students will identify the components of human resource management. • Explain how managers influence motivation • Describe ways to maximize employee performance 	<ul style="list-style-type: none"> • How can managers create a positive climate? • What management skills would be important in your planned business? <ul style="list-style-type: none"> • How can purchasing decisions make the difference between success and failure for an entrepreneur? • What is another name for purchasing? • Is it possible to have too much inventory? <ul style="list-style-type: none"> • In what ways do entrepreneurs develop products different from large companies? • What do you need to know about managing the production of your product? • What is quality control? <ul style="list-style-type: none"> • What would be the most important policies for the business you are planning? • What kinds of personal decisions will you have to make in your planned business? • What is an example of an optional benefit for employees? <ul style="list-style-type: none"> • What training would you need to provide to employees in your business? • What are some advantages and disadvantages of hiring employees away from competitors? • What motivates employees?
<p>Content:</p> <p>Chapter 14 - Preparing and Planning to Manage</p> <ul style="list-style-type: none"> • 14.1 - Entrepreneur or Manager? • 14.2 - Management Styles and Skills <p>Chapter 15 - Managing Purchasing and Inventory</p> <ul style="list-style-type: none"> • 15.1 - Purchasing Management • 15.2 - Inventory Management <p>Chapter 16 - Production Management and Distribution</p> <ul style="list-style-type: none"> • 16.1 - From Idea to Product 	<p>Skills(Objectives):</p> <p>Chapter 14 - The students will describe the difference between the entrepreneurial role and the management role of a new business owner.</p> <ul style="list-style-type: none"> • 14.1 - Identify the management functions. • 14.2 - Name the three basic management styles <p>Chapter 15 - The students will describe the importance of planning purchases.</p> <ul style="list-style-type: none"> • 15.1 - Identify factors that affect purchasing • 15.2 - Explain the importance and types of inventory control <p>Chapter 16 - The students will discuss how entrepreneurs develop new products</p> <ul style="list-style-type: none"> • 16.1 - Explain the product development process

Entrepreneurship 1

<ul style="list-style-type: none"> 16.2 - Production and Distribution <p>Chapter 17 - Managing Operations and Staffing</p> <ul style="list-style-type: none"> 17.1 - Managing Operations 17.2 - Staffing and Company Policies <p>Chapter 18 - Managing Human Resources</p> <ul style="list-style-type: none"> 18.1 - Developing and Keeping Human Resources 18.2 - Motivating Employees <p>Work Based Learning Field trips to different companies/entrepreneurs Speakers from entrepreneurs</p>	<ul style="list-style-type: none"> 16.2 - Describe the activities that are part of distribution management <p>Chapter 17 - The students will explain the significance of operation plans</p> <ul style="list-style-type: none"> 17.1 - Describe the purpose of operating policies, rules and regulations. 17.2 - Explain the staffing process <p>Chapter 18 - The students will identify the components of human resource management.</p> <ul style="list-style-type: none"> 18.1 - Explain how managers influence motivation 18.2 - Describe ways to maximize employee performance
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Stage 2: Assessment Evidence

<p>Performance Task(s):</p> <ul style="list-style-type: none"> Warm ups - Topics pertaining to entrepreneurship Key Terms and Definitions Learn through pictures Connect to the World Practice communication Academic standards Reading strategies Self-check: <ul style="list-style-type: none"> Describe Explain Identify Crossword puzzles Word Searches Enrichment activities Case Studies Chapter Assessment 	<p>Other Evidence:</p> <ul style="list-style-type: none"> Entrepreneurs in Action Ethics and Business BusinessWeek Case study Go Green - products and services friendly to the environment Global workplace which discusses some global challenges and opportunities. Discovery Projects Connect to the Photo Reading Strategies/Guides Develop college and career skills Academic skills Real-world skills and 21st Century Skills Connect to their community Graphic Organizers Chapter games and activities Enrichment activities Lesson Reviews, Powerpoint Presentations, Chapter Reviews, Chapter Quizzes, Chapter Tests, and Unit Tests
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Stage 3: Learning Plan

<p>Learning Opportunities/Strategies:</p> <ul style="list-style-type: none"> Chapter Features: <ul style="list-style-type: none"> Case studies Go green environment Tech savvy Global workplace Entrepreneurs in action Ethics and business 	<p>Resources:</p> <p>Textbook - Entrepreneurship Building a Business Textbook - Entrepreneurship Owning Your Future Ethics and Business websites College and Career Readiness BusinessWeek articles and case studies</p>
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<ul style="list-style-type: none"> • Vocabulary Development <ul style="list-style-type: none"> ○ Use context to determine meaning ○ Predict a possible meaning of the base or root • Reading Strategies <ul style="list-style-type: none"> ○ Reading guide to preview the chapter content ○ The main idea ○ Content vocabulary ○ Reading check • Techniques to understand and remember what you read <ul style="list-style-type: none"> ○ Preview strategies: read, look, skim, decide and predict ○ Determine the main idea • Understanding text structure <ul style="list-style-type: none"> ○ Compare and contrast ○ Cause and effect ○ Problem and solution • Assessments: <ul style="list-style-type: none"> ○ Self-check sections ○ Visual summary ○ Vocabulary and concept checks ○ Academic skills ○ Real-world skills ○ Standardized test practice 	<p>Online learning center from glencoe.com Research Patents - US Patent Office</p> <p>Social Studies Resources:</p> <ul style="list-style-type: none"> • The New Jersey Amistad Commission Interactive Curriculum • NJ Commission on Holocaust Education • Learning for Justice <p>LGBT and Disabilities Law Resources:</p> <ul style="list-style-type: none"> • GLSEN Educator Resources • Supporting LGBTQIA Youth Resource List • Respect Ability: Fighting Stigmas, Advancing Opportunities <p><i>*Be sure to only include applicable resources.</i></p>
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Differentiation

*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

Accommodations or Modifications:

- Repetition
- Study/test guide
- Restate directions
- Visual prompts
- Extended time (homework/tests)

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Visual learning Auditory learning Progress/advance to the next activity Modify our curriculum based on student's ability level Use a consistent daily routine	Visual learning Auditory learning Quizzes and tests are modified Extra time is given on assignments Preferential seating is provided	Visual learning Auditory learning Quizzes and tests are modified Extra time is given on assignments Preferential seating is provided	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following:: Extended time

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Individualized instruction Tutoring Students may redo assignments any time without penalty	Individualized instruction Tutoring Modify our curriculum based on student's ability level Use a consistent daily routine Students may redo assignments any time without penalty	Individualized instruction Tutoring Modify our curriculum based on student's ability level Use a consistent daily routine Students may redo assignments any time without penalty	Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries
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Unit Title: Unit 5 - Managing the Finances of Your Business

Stage 1: Desired Results

Standards & Indicators:

- 9.1.12.E.3 Determine how objective, accurate, and current financial information affects the prioritization of financial decisions.
- 9.2.12.C.1- Review career goals and determine steps necessary for attainment.
- 9.2.12.C.2- Modify Personalized Student Learning Plans to support declared career goals.
- 9.2.12.C.3- Identify transferable career skills and design alternative career plans.
- 9.2.12.C.4- Analyze how economic conditions and societal changes influence employment trends and future education.
- 9.2.12.C.5- Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
- 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.
- 9.2.12.C.8- Assess the impact of litigation and court decisions on employment laws and practices.
- 9.2.12.C.9- Analyze the correlation between personal and financial behavior and employability
- 9.3.12.BM.1 Utilize mathematical concepts, skills, problem solving to obtain necessary information for decision-making in business.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.1.12.CFR.1	Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.	Philanthropic, charitable, and entrepreneurial organizations play distinctly different but vitally important roles in supporting the interests of local and global communities.
9.1.12.CFR.2:	Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions.	Philanthropic, charitable, and entrepreneurial organizations play distinctly different but vitally important roles in supporting the interests of local and global communities.

Entrepreneurship 1

9.1.12.CFR.3:	Research companies with corporate governance policies supporting the common good and human rights	The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.
9.1.12.CFR.4	Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures.	The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.
9.1.12.RM.1	Describe the importance of various sources of income in retirement, including Social Security, employer-sponsored retirement savings plans, and personal investments.	A person's tolerance for investment risk can change depending on factors such as life circumstances, financial goals, and economic conditions.
9.1.2.CAP.1:	Make a list of different types of jobs and describe the skills associated with each job.	Different types of jobs require different knowledge and skills.
• 9.1.2.CAP.3	Define entrepreneurship and social entrepreneurship.	There are benefits and drawbacks to being an entrepreneur
9.1.2.CAP.4	List the potential rewards and risks to starting a business.	There are benefits and drawbacks to being an entrepreneur.
9.2.5.CAP.1:	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes	An individual's passions, aptitude and skills can affect his/her employment and earning potential.
9.2.5.CAP.6	Compare the characteristics of a successful entrepreneur with the traits of successful employees	There are a variety of factors to consider before starting a business.
• 9.2.5.CAP.7	Identify factors to consider before starting a business.	Identify factors to consider before starting a business
9.2.8.CAP.5	Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan	Developing and implementing an action plan is an essential step for achieving one's personal and professional goals.
9.4.12.CT.1:	Identify problem-solving strategies used in the development of an innovative product or practice	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
9.4.12.IML.1:	Compare search browsers and recognize features that allow for filtering of information.	Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform decision-making.
9.4.12.TL.4:	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem	Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.
Central Idea/Enduring Understanding: Chapter 19 - Financing Your Finances		Essential/Guiding Question: <ul style="list-style-type: none"> Why is financial planning so important?

Entrepreneurship 1

<ul style="list-style-type: none"> • The students will describe the resources available to entrepreneurs for starting a business. • Compare and contrast sources of financing for start-up ventures • Explain the types of growth financing available to entrepreneurs <p>Chapter 20 - Accounting and Financial Reporting</p> <ul style="list-style-type: none"> • The students will explain the important role accounting plays in business. • Explain the accounting system for a small business. • Identify ongoing accounting activities <p>Chapter 21 - Financial Management</p> <ul style="list-style-type: none"> • The students will describe the purpose of comparative financial statements. • Explain why financial statement are essential for decision making • Describe ways to control our taxes 	<ul style="list-style-type: none"> • What is the difference between equity financing and debt financing? • Why are more funding sources available for growth than for start-up? <ul style="list-style-type: none"> • Why do businesses use the same accounting system? • What is a general ledger? • Why would you need a financial statement for your business? <ul style="list-style-type: none"> • What is the purpose of an income statement? • Why do business owners need to make sales projections? • What is the difference between fixed expenses and variable expenses?
<p><u>Content:</u></p> <p>Chapter 19 - Financing Your Finances</p> <ul style="list-style-type: none"> • 19.1 - Financing the Small business Start-up • 19.2 - Obtaining Financing and Growth Capital <p>Chapter 20 - Accounting and Financial Reporting</p> <ul style="list-style-type: none"> • 20.1 - Financial record Keeping • 20.2 - Preparing Financial Statements <p>Chapter 21 - Financial Management</p> <ul style="list-style-type: none"> • 21.1 - Analyzing Your Finances • 21.2 - Managing Your Finances <p><u>Work Based Learning</u> Field trips to different companies/entrepreneurs Speakers from entrepreneurs</p>	<p><u>Skills(Objectives):</u></p> <p>Chapter 19 - The students will describe the resources available to entrepreneurs for starting a business.</p> <ul style="list-style-type: none"> • 19.1 - Compare and contrast sources of financing for start-up ventures • 19.2 - Explain the types of growth financing available to entrepreneurs <p>Chapter 20 - The students will explain the important role accounting plays in business.</p> <ul style="list-style-type: none"> • 20.1 - Explain the accounting system for a small business. • 20.2 - Identify ongoing accounting activities <p>Chapter 21 - The students will describe the purpose of comparative financial statements.</p> <ul style="list-style-type: none"> • 21.1 - Explain why financial statement are essential for decision making • 21.2 - Describe ways to control our taxes
<p><u>Interdisciplinary Connections:</u></p> <p><u>Financial Literacy</u> – discussions and activities will guide students in the exploration of both business finance issues and critical personal finance topics</p> <p><u>Global Awareness/Economics</u> – discussions and activities will present the role of entrepreneurship in a global environment and will reflect current trends, concerns, and issues in global business, including cultural diversity in the workplace</p>	

Entrepreneurship 1

Technology – Students will transform the classroom into a working office, VE students establish and manage a company, conducting business with other “firms” domestically and internationally.

Stage 2: Assessment Evidence

Performance Task(s):

- Warm ups - Topics pertaining to entrepreneurship
- Key Terms and Definitions
- Learn through pictures
- Connect to the World
- Practice communication
- Academic standards
- Reading strategies
- Self-check:
 - Describe
 - Explain
 - Identify
- Crossword puzzles
- Word Searches
- Enrichment activities
- Case Studies
- Chapter Assessment

Other Evidence:

- Entrepreneurs in Action
- Ethics and Business
- BusinessWeek Case study
- Go Green - products and services friendly to the environment
- Global workplace which discusses some global challenges and opportunities.
- Discovery Projects
- Connect to the Photo
- Reading Strategies/Guides
- Develop college and career skills
- Academic skills
- Real-world skills and 21st Century Skills
- Connect to their community
- Graphic Organizers
- Chapter games and activities
- Enrichment activities
- Lesson Reviews, Powerpoint Presentations, Chapter Reviews, Chapter Quizzes, Chapter Tests, and Unit Tests

Stage 3: Learning Plan

Learning Opportunities/Strategies:

- Chapter Features:
 - Case studies
 - Go green environment
 - Tech savvy
 - Global workplace
 - Entrepreneurs in action
 - Ethics and business
- Vocabulary Development
 - Use context to determine meaning
 - Predict a possible meaning of the base or root
- Reading Strategies
 - Reading guide to preview the chapter content
 - The main idea
 - Content vocabulary
 - Reading check
- Techniques to understand and remember what you read
 - Preview strategies: read, look, skim, decide and predict
 - Determine the main idea
- Understanding text structure
 - Compare and contrast

Resources:

Textbook - Entrepreneurship Building a Business
 Textbook - Entrepreneurship Owning Your Future
 Ethics and Business websites
 College and Career Readiness
 BusinessWeek articles and case studies
 Online learning center from glencoe.com
 Research Patents - US Patent Office

Social Studies Resources:

- [The New Jersey Amistad Commission Interactive Curriculum](#)
- [NJ Commission on Holocaust Education](#)
- [Learning for Justice](#)

LGBT and Disabilities Law Resources:

- [GLSEN Educator Resources](#)
- [Supporting LGBTQIA Youth Resource List](#)
- [Respect Ability: Fighting Stigmas, Advancing Opportunities](#)

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<ul style="list-style-type: none"> ○ Cause and effect ○ Problem and solution ● Assessments: <ul style="list-style-type: none"> ○ Self-check sections ○ Visual summary ○ Vocabulary and concept checks ○ Academic skills ○ Real-world skills ○ Standardized test practice 	<p><i>*Be sure to only include applicable resources.</i></p>
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Differentiation

*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

Accommodations or Modifications:

- Repetition
- Study/test guide
- Restate directions
- Visual prompts
- Extended time (homework/tests)

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Visual learning Auditory learning Progress/advance to the next activity Modify our curriculum based on student's ability level Use a consistent daily routine Individualized instruction Tutoring Students may redo assignments any time without penalty	Visual learning Auditory learning Quizzes and tests are modified Extra time is given on assignments Preferential seating is provided Individualized instruction Tutoring Modify our curriculum based on student's ability level Use a consistent daily routine Students may redo assignments any time without penalty	Visual learning Auditory learning Quizzes and tests are modified Extra time is given on assignments Preferential seating is provided Individualized instruction Tutoring Modify our curriculum based on student's ability level Use a consistent daily routine Students may redo assignments any time without penalty	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

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Unit Title: Unit 6 - Growing Your Business

Stage 1: Desired Results

Standards & Indicators:

- 9.1.12.E.3 Determine how objective, accurate, and current financial information affects the prioritization of financial decisions.
- 9.2.12.C.1- Review career goals and determine steps necessary for attainment.
- 9.2.12.C.2- Modify Personalized Student Learning Plans to support declared career goals.
- 9.2.12.C.3- Identify transferable career skills and design alternative career plans.
- 9.2.12.C.4- Analyze how economic conditions and societal changes influence employment trends and future education.
- 9.2.12.C.5- Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
- 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.
- 9.2.12.C.8- Assess the impact of litigation and court decisions on employment laws and practices.
- 9.2.12.C.9- Analyze the correlation between personal and financial behavior and employability
- 9.3.12.BM.1 Utilize mathematical concepts, skills, problem solving to obtain necessary information for decision-making in business.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.1.12.CFR.1	Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.	Philanthropic, charitable, and entrepreneurial organizations play distinctly different but vitally important roles in supporting the interests of local and global communities.
9.1.12.CFR.2:	Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions.	Philanthropic, charitable, and entrepreneurial organizations play distinctly different but vitally important roles in supporting the interests of local and global communities.
9.1.12.CFR.3:	Research companies with corporate governance policies supporting the common good and human rights	The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.
9.1.12.CFR.4	Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures.	The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.
9.1.12.RM.1	Describe the importance of various sources of income in retirement, including Social Security, employer-sponsored retirement savings plans, and personal investments.	A person's tolerance for investment risk can change depending on factors such as life circumstances, financial goals, and economic conditions.

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9.1.2.CAP.1:	Make a list of different types of jobs and describe the skills associated with each job.	Different types of jobs require different knowledge and skills.
• 9.1.2.CAP.3	Define entrepreneurship and social entrepreneurship.	There are benefits and drawbacks to being an entrepreneur
9.1.2.CAP.4	List the potential rewards and risks to starting a business.	There are benefits and drawbacks to being an entrepreneur.
9.2.5.CAP.1:	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes	An individual's passions, aptitude and skills can affect his/her employment and earning potential.
9.2.5.CAP.6	Compare the characteristics of a successful entrepreneur with the traits of successful employees	There are a variety of factors to consider before starting a business.
• 9.2.5.CAP.7	Identify factors to consider before starting a business.	Identify factors to consider before starting a business
9.2.8.CAP.5	Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan	Developing and implementing an action plan is an essential step for achieving one's personal and professional goals.
9.4.12.CT.1:	Identify problem-solving strategies used in the development of an innovative product or practice	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
9.4.12.IML.1:	Compare search browsers and recognize features that allow for filtering of information.	Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform decision-making.
9.4.12.TL.4:	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem	Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.

<p><u>Central Idea/Enduring Understanding:</u></p> <p>Chapter 22 - Risk Management</p> <ul style="list-style-type: none"> • The students will explain why risk is inevitable. • Describe three categories of pure risk • List the four management strategies <p>Chapter 23 - Making Your Business Grow</p> <ul style="list-style-type: none"> • The students will evaluate the three primary methods for growing your business • Describe intensive growth strategies that can be used to take advantage of opportunities within a current market. • Explain what it takes to acquire growth capital. 	<p><u>Essential/Guiding Question:</u></p> <ul style="list-style-type: none"> • Which type of pure risk is most likely to affect your business? • Who is more likely to be the victim of a crime; a small business or a large business? • What are some kinds of insurance with which you are familiar? • How do you grow a business? • What are some factors that affect growth? • Would you invest your profits back into the business?
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<p>Chapter 24 - Social and Ethical Responsibility</p> <ul style="list-style-type: none"> • The students will explain the relationship between entrepreneurs and social responsibility. • Discuss how entrepreneurs can contribute to their communities • Explain how to develop a code of ethics 	<ul style="list-style-type: none"> • What does it mean to be socially responsible? • What does “EPA” stand for? • What is the role of values in determining your ethics?
<p>Content:</p> <p>Chapter 22 - Risk Management</p> <ul style="list-style-type: none"> • 22.1 - Identifying business risks • 22.2 - Dealing with risk <p>Chapter 23 - Making Your Business Grow</p> <ul style="list-style-type: none"> • 23.1 - Making your business grow • 23.2 - Challenges of expansion <p>Chapter 24 - Social and Ethical Responsibility</p> <ul style="list-style-type: none"> • 24.1 - Social Responsibility • 24.2 - Ethical Responsibility <p>Work Based Learning</p> <p>Field trips to different companies/entrepreneurs Speakers from entrepreneurs</p>	<p>Skills(Objectives):</p> <p>Chapter 22 - The students will explain why risk is inevitable.</p> <ul style="list-style-type: none"> • 22.1 - Describe three categories of pure risk • 22.2 - List the four management strategies <p>Chapter 23 - The students will evaluate the three primary methods for growing your business</p> <ul style="list-style-type: none"> • 23.1 - Describe intensive growth strategies that can be used to take advantage of opportunities within a current market. • 23.2 - Explain what it takes to acquire growth capital. <p>Chapter 24 - The students will explain the relationship between entrepreneurs and social responsibility.</p> <ul style="list-style-type: none"> • 24.1 - Discuss how entrepreneurs can contribute to their communities • 24.2 - Explain how to develop a code of ethics

Interdisciplinary Connections:

Financial Literacy – discussions and activities will guide students in the exploration of both business finance issues and critical personal finance topics

Global Awareness/Economics – discussions and activities will present the role of entrepreneurship in a global environment and will reflect current trends, concerns, and issues in global business, including cultural diversity in the workplace

Technology – Students will transform the classroom into a working office, VE students establish and manage a company, conducting business with other “firms” domestically and internationally.

Stage 2: Assessment Evidence

<p>Performance Task(s):</p> <ul style="list-style-type: none"> • Warm ups - Topics pertaining to entrepreneurship • Key Terms and Definitions • Learn through pictures • Connect to the World • Practice communication • Academic standards • Reading strategies • Self-check: <ul style="list-style-type: none"> ○ Describe 	<p>Other Evidence:</p> <ul style="list-style-type: none"> • Entrepreneurs in Action • Ethics and Business • BusinessWeek Case study • Go Green - products and services friendly to the environment • Global workplace which discusses some global challenges and opportunities. • Discovery Projects • Connect to the Photo • Reading Strategies/Guides
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<ul style="list-style-type: none"> ○ Explain ○ Identify ● Crossword puzzles ● Word Searches ● Enrichment activities ● Case Studies ● Chapter Assessment 	<ul style="list-style-type: none"> ● Develop college and career skills ● Academic skills ● Real-world skills and 21st Century Skills ● Connect to their community ● Graphic Organizers ● Chapter games and activities ● Enrichment activities <p>Lesson Reviews, Powerpoint Presentations, Chapter Reviews, Chapter Quizzes, Chapter Tests, and Unit Tests</p>
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Stage 3: Learning Plan

<p><u>Learning Opportunities/Strategies:</u></p> <ul style="list-style-type: none"> ● Chapter Features: <ul style="list-style-type: none"> ○ Case studies ○ Go green environment ○ Tech savvy ○ Global workplace ○ Entrepreneurs in action ○ Ethics and business ● Vocabulary Development <ul style="list-style-type: none"> ○ Use context to determine meaning ○ Predict a possible meaning of the base or root ● Reading Strategies <ul style="list-style-type: none"> ○ Reading guide to preview the chapter content ○ The main idea ○ Content vocabulary ○ Reading check ● Techniques to understand and remember what you read <ul style="list-style-type: none"> ○ Preview strategies: read, look, skim, decide and predict ○ Determine the main idea ● Understanding text structure <ul style="list-style-type: none"> ○ Compare and contrast ○ Cause and effect ○ Problem and solution ● Assessments: <ul style="list-style-type: none"> ○ Self-check sections ○ Visual summary ○ Vocabulary and concept checks ○ Academic skills ○ Real-world skills ○ Standardized test practice 	<p><u>Resources:</u></p> <p>Textbook - Entrepreneurship Building a Business Textbook - Entrepreneurship Owning Your Future Ethics and Business websites College and Career Readiness BusinessWeek articles and case studies Online learning center from glencoe.com Research Patents - US Patent Office</p> <p>Social Studies Resources:</p> <ul style="list-style-type: none"> ● The New Jersey Amistad Commission Interactive Curriculum ● NJ Commission on Holocaust Education ● Learning for Justice <p>LGBT and Disabilities Law Resources:</p> <ul style="list-style-type: none"> ● GLSEN Educator Resources ● Supporting LGBTQIA Youth Resource List ● Respect Ability: Fighting Stigmas, Advancing Opportunities <p><i>*Be sure to only include applicable resources.</i></p>
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- Repetition
- Study/test guide

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- Restate directions
- Visual prompts
- Extended time (homework/tests)

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>Visual learning</p> <p>Auditory learning</p> <p>Progress/advance to the next activity</p> <p>Modify our curriculum based on student's ability level</p> <p>Use a consistent daily routine</p> <p>Individualized instruction</p> <p>Tutoring</p> <p>Students may redo assignments any time without penalty</p>	<p>Visual learning</p> <p>Auditory learning</p> <p>Quizzes and tests are modified</p> <p>Extra time is given on assignments</p> <p>Preferential seating is provided</p> <p>Individualized instruction</p> <p>Tutoring</p> <p>Modify our curriculum based on student's ability level</p> <p>Use a consistent daily routine</p> <p>Students may redo assignments any time without penalty</p>	<p>Visual learning</p> <p>Auditory learning</p> <p>Quizzes and tests are modified</p> <p>Extra time is given on assignments</p> <p>Preferential seating is provided</p> <p>Individualized instruction</p> <p>Tutoring</p> <p>Modify our curriculum based on student's ability level</p> <p>Use a consistent daily routine</p> <p>Students may redo assignments any time without penalty</p>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following::</p> <p>Extended time</p> <p>Provide visual aids</p> <p>Repeated directions</p> <p>Differentiate based on proficiency</p> <p>Provide word banks</p> <p>Allow for translators, dictionaries</p>

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Pacing Guide

Course Name	Resource	Standards
MP #1		
UNIT 1 Going into Business for Yourself 23 Days	CHAPTERS 1-4 Chapter 1 - What is Entrepreneurship? <ul style="list-style-type: none"> 1.1 - Entrepreneurship and the Economy 1.2 - The Entrepreneurial Process Chapter 2 - Your Potential as an Entrepreneurship <ul style="list-style-type: none"> 2.1 - Why be an Entrepreneur? 2.2 - What does it take to be an Entrepreneur? Chapter 3 - Recognizing Opportunity <ul style="list-style-type: none"> 3.1 - Understanding entrepreneurial trends 3.2 Starting versus buying a Business Chapter 4 - Global Opportunities <ul style="list-style-type: none"> 4.1 - Global Entrepreneurship 4.2 - Ways to Enter the Global Market Unit Online Assessment: <ul style="list-style-type: none"> Enrichment activities Case Studies Vocabulary Tests Powerpoint Presentations Chapter Unit Tests Chapter Quizzes 	<ul style="list-style-type: none"> 9.1.12.E.3 Determine how objective, accurate, and current financial information affects the prioritization of financial decisions. 9.2.12.C.1- Review career goals and determine steps necessary for attainment. 9.2.12.C.2- Modify Personalized Student Learning Plans to support declared career goals. 9.2.12.C.3- Identify transferable career skills and design alternative career plans. 9.2.12.C.4- Analyze how economic conditions and societal changes influence employment trends and future education. 9.2.12.C.5- Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures. 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. 9.2.12.C.8- Assess the impact of litigation and court decisions on employment laws and practices. 9.2.12.C.9- Analyze the correlation between personal and financial behavior and employability

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		<ul style="list-style-type: none"> 9.3.12.BM.1 Utilize mathematical concepts, skills, problem solving to obtain necessary information for decision-making in business.
MP #2		
UNITS 2 & 3 Unit 2 - Researching and Planning Your Venture Unit 3 - Managing Market Strategies 22 Days	CHAPTERS 5 - 13 Chapter 5 - Feasibility and Business Planning <ul style="list-style-type: none"> 5.1 - Feasibility Analysis: Testing an Opportunity 5.2 - The Business Plan Chapter 6 - Market Analysis <ul style="list-style-type: none"> 6.1 Doing Market Research 6.2 - Industry and Market Analysis Chapter 7 - Types of Business Ownership <ul style="list-style-type: none"> 7.1 - Sole Proprietorships and Partnerships 7.2 - Corporations Chapter 8 - The Legal Environment <ul style="list-style-type: none"> 8.1 - Legal Issues Facing StartUps 8.2 - Handling Government Regulations Chapter 9 - Site Selection and Layout Planning <ul style="list-style-type: none"> 9.1 - Community and Site Selection 9.2 - Layout Planning Chapter 10 - The Marketing Plan <ul style="list-style-type: none"> 10.1 - Developing a Marketing Plan 10.2 - Updating the Marketing Plan Chapter 11 - The Price strategy <ul style="list-style-type: none"> 11.1 - Price Strategy Considerations 11.2 - Calculating and Changing Prices Chapter 12 - The Promotion Strategy <ul style="list-style-type: none"> 12.1 - Developing a Promotion Strategy 12.2 - Budgeting and Implementing Promotional Plans Chapter 13 - The Promotion Strategy: Developing and Managing Sales <ul style="list-style-type: none"> 13.1 - Organizing the Preparing a Sales Force 13.2 - Planning, Directing, and evaluating Sales 	<ul style="list-style-type: none"> 9.1.12.E.3 Determine how objective, accurate, and current financial information affects the prioritization of financial decisions. 9.2.12.C.1- Review career goals and determine steps necessary for attainment. 9.2.12.C.2- Modify Personalized Student Learning Plans to support declared career goals. 9.2.12.C.3- Identify transferable career skills and design alternative career plans. 9.2.12.C.4- Analyze how economic conditions and societal changes influence employment trends and future education. 9.2.12.C.5- Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures. 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. 9.2.12.C.8- Assess the impact of litigation and court decisions on employment laws and practices. 9.2.12.C.9- Analyze the correlation between personal and financial behavior and employability

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	<p>Unit Online Assessment:</p> <ul style="list-style-type: none"> • Enrichment activities • Case Studies • Vocabulary Tests • Powerpoint Presentations • Chapter Unit Tests • Chapter Quizzes 	<ul style="list-style-type: none"> • 9.3.12.BM.1 Utilize mathematical concepts, skills, problem solving to obtain necessary information for decision-making in business.
MP #3		
UNIT 4 Managing Your Business Processes 22 Days	<p>CHAPTERS 14 - 18</p> <p>Chapter 14 - Preparing and Planning to Manage</p> <ul style="list-style-type: none"> • 14.1 - Entrepreneur or Manager? • 14.2 - Management Styles and Skills <p>Chapter 15 - Managing Purchasing and Inventory</p> <ul style="list-style-type: none"> • 15.1 - Purchasing Management • 15.2 - Inventory Management <p>Chapter 16 - Production Management and Distribution</p> <ul style="list-style-type: none"> • 16.1 - From Idea to Product • 16.2 - Production and Distribution <p>Chapter 17 - Managing Operations and Staffing</p> <ul style="list-style-type: none"> • 17.1 - Managing Operations • 17.2 - Staffing and Company Policies <p>Chapter 18 - Managing Human Resources</p> <ul style="list-style-type: none"> • 18.1 - Developing and Keeping Human Resources • 18.2 - Motivating Employees <p>Unit Online Assessment:</p> <ul style="list-style-type: none"> • Enrichment activities • Case Studies • Vocabulary Tests • Powerpoint Presentations • Chapter Unit Tests • Chapter Quizzes 	<ul style="list-style-type: none"> • 9.1.12.E.3 Determine how objective, accurate, and current financial information affects the prioritization of financial decisions. • 9.2.12.C.1- Review career goals and determine steps necessary for attainment. • 9.2.12.C.2- Modify Personalized Student Learning Plans to support declared career goals. • 9.2.12.C.3- Identify transferable career skills and design alternative career plans. • 9.2.12.C.4- Analyze how economic conditions and societal changes influence employment trends and future education. • 9.2.12.C.5- Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures. • 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. • 9.2.12.C.8- Assess the impact of litigation and court decisions

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		<p>on employment laws and practices.</p> <ul style="list-style-type: none"> ● 9.2.12.C.9- Analyze the correlation between personal and financial behavior and employability ● 9.3.12.BM.1 Utilize mathematical concepts, skills, problem solving to obtain necessary information for decision-making in business.
MP #4		
UNITS 5 & 6 Unit 5 - Managing the Finances of Your Business Unit 6 - Growing Your Business 23 Days	CHAPTERS 19 - 24 Chapter 19 - Financing Your Finances <ul style="list-style-type: none"> ● 19.1 - Financing the Small business Start-up ● 19.2 - Obtaining Financing and Growth Capital Chapter 20 - Accounting and Financial Reporting <ul style="list-style-type: none"> ● 20.1 - Financial record Keeping ● 20.2 - Preparing Financial Statements Chapter 21 - Financial Management <ul style="list-style-type: none"> ● 21.1 - Analyzing Your Finances ● 21.2 - Managing Your Finances Chapter 22 - Risk Management <ul style="list-style-type: none"> ● 22.1 - Identifying business risks ● 22.2 - Dealing with risk Chapter 23 - Making Your Business Grow <ul style="list-style-type: none"> ● 23.1 - Making your business grow ● 23.2 - Challenges of expansion Chapter 24 - Social and Ethical Responsibility <ul style="list-style-type: none"> ● 24.1 - Social Responsibility ● 24.2 - Ethical Responsibility Unit Online Assessment: <ul style="list-style-type: none"> ● Enrichment activities ● Case Studies ● Vocabulary Tests ● Powerpoint Presentations ● Chapter Unit Tests ● Chapter Quizzes 	<ul style="list-style-type: none"> ● 9.1.12.E.3 Determine how objective, accurate, and current financial information affects the prioritization of financial decisions. ● 9.2.12.C.1- Review career goals and determine steps necessary for attainment. ● 9.2.12.C.2- Modify Personalized Student Learning Plans to support declared career goals. ● 9.2.12.C.3- Identify transferable career skills and design alternative career plans. ● 9.2.12.C.4- Analyze how economic conditions and societal changes influence employment trends and future education. ● 9.2.12.C.5- Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures. ● 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. ● 9.2.12.C.8- Assess the impact of litigation and court decisions

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