

Entrepreneurship 2

Unit Title: Unit 1: Understanding the Impact of the Entrepreneurial Mindset

Stage 1: Desired Results

Standards & Indicators:

9.4.12.CI.1: Demonstrate the ability to reflect, analyze and use creative skills and ideas.

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement and transition.

9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving.

9.4.12.CT.3: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why solutions may work better than others (e.g., political, economic, cultural).

9.4.12.CT.4: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).

9.4.12.CT.5: Participate in online strategy and planning sessions for course-based, school-based or other project and determine the strategies that contribute to effective outcomes.

9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content.

9.4.12.DC.2: Compare and contrast international differences in copyright laws and ethics.

9.4.12.DC.3: Evaluate the social and economic implications of privacy in the context of safety, law, or ethics.

9.4.12.DC.4: Explain the privacy concerns related to the collection of data (e.g. cookies) and generation of data through automated processes that may not be evident to users.

9.4.12.DC.5: Debate laws and regulations that impact the development and use of software.

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities and utility for accomplishing a specified task

9.4.12.TL.2: Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.

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.

9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.

Career Readiness, Life Literacies and Key Skills

| Standard | Performance Expectations | Core Ideas |
|--------------|--------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|
| 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 |

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| 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. |

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| <p><u>Central Idea/Enduring Understanding:</u></p> <p>Chapter 1 - Evolutionary Development & Revolutionary impact</p> <ul style="list-style-type: none"> Students will be introduced to the entrepreneurship mindset and examine the revolution that has taken root across the globe. Describe the myths of entrepreneurship and evolution. Analyze the impact of entrepreneurial ventures in the United States Discuss the entrepreneurial disciplines and leaderships <p>Chapter 2 - The Entrepreneurial Mindset in Individuals</p> <ul style="list-style-type: none"> Students will address the individual characteristics that shape entrepreneurs Describe in depth the entrepreneurial mindsets in individuals Explain the “dark side” of entrepreneurial with risks Discuss the ethical dilemmas and complexity of decisions <p>Chapter 3 - The Entrepreneurial Mindset in Organizations</p> <ul style="list-style-type: none"> Students will discuss the concept of corporate entrepreneurship as a strategy to foster innovations within larger domains. | <p><u>Essential/Guiding Question:</u></p> <ul style="list-style-type: none"> Describe the evolution of the term “entrepreneurship”. What are the elements of the entrepreneurial mindset? What are the 12 myths associated with entrepreneurship? How should failure be dealt with by entrepreneurs? What are the four specific areas of risk that entrepreneurs face? What are four causes of stress among entrepreneurs? What is corporate entrepreneurship? What are five useful rules for innovation? Identify the four key elements on which managers should concentrate to develop corporate entrepreneurship strategy. |
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| <ul style="list-style-type: none"> • Define the concept of corporate entrepreneurship and innovations • Analyze the corporate entrepreneurship strategies such as vision and failures <p>Chapter 4 - Global Entrepreneurial Mindset</p> <ul style="list-style-type: none"> • Students will focus on social entrepreneurship the the global environment • Defining the social entrepreneur and social enterprise • Review the shared value and the triple bottom line • Identify the different aspects of the global marketplace | <ul style="list-style-type: none"> • What is social entrepreneur • How would you describe sustainable entrepreneurship • Explain the concepts of shared vision and trip bottom line |
| <p>Content:</p> <p>Chapter 1 - Evolutionary Development & Revolutionary impact</p> <ul style="list-style-type: none"> • 1.1 - Myths of entrepreneurship • 1.2 - Entrepreneurial Revolution • 1.3 - Key Entrepreneurship Concepts <p>Chapter 2 - The Entrepreneurial Mindset in Individuals</p> <ul style="list-style-type: none"> • 2.1- The Entrepreneurial Mindset • 2.2 - The Dark Side of Entrepreneurship • 2.4 - Ethical Dilemmas <p>Chapter 3 - The Entrepreneurial Mindset in Organizations</p> <ul style="list-style-type: none"> • 3.1 - Corporate Entrepreneurship and Innovation • 3.2 - Corporate entrepreneurship strategy <p>Chapter 4 - Global Entrepreneurial Mindset</p> <ul style="list-style-type: none"> • 4.1 - Social Entrepreneurship • 4.2 - Shared Value • 4.3 - The Global Marketplace | <p>Skills(Objectives):</p> <p>Chapter 1 - Students will be introduced to the entrepreneurship mindset and examine the revolution that has taken root across the globe.</p> <ul style="list-style-type: none"> • 1.1- Describe the myths of entrepreneurship and evolution. • 1.2 - Analyze the impact of entrepreneurial ventures in the United States • 1.3 - Discuss the entrepreneurial disciplines and leaderships <p>Chapter 2 - Students will address the individual characteristics that shape entrepreneurs</p> <ul style="list-style-type: none"> • 2.1 - Describe in depth the entrepreneurial mindsets in individuals • 2.2 - Explain the “dark side” of entrepreneurial with risks • 2.3 - Discuss the ethical dilemmas and complexity of decisions <p>Chapter 3 - Students will discuss the concept of corporate entrepreneurship as a strategy to foster innovations within larger domains.</p> <ul style="list-style-type: none"> • 3.1 - Define the concept of corporate entrepreneurship and innovations • 3.2 - Analyze the corporate entrepreneurship strategies such as vision and failures <p>Chapter 4 - Students will focus on social entrepreneurship the the global environment</p> <ul style="list-style-type: none"> • 4.1 - Defining the social entrepreneur and social enterprise • 4.2 - Review the shared value and the triple bottom line • 4.3 - Identify the different aspects of the global marketplace |

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| <p>Work Based Learning Field trips to different companies/entrepreneurs Speakers from entrepreneurs</p> | |
| <p><u>Interdisciplinary Connections:</u> 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

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| <p><u>Performance Task(s):</u></p> <ul style="list-style-type: none"> • Warm ups - Topics pertaining to entrepreneurship • Vocabulary, pronunciation and Definitions • Tech vocabulary • Section Objectives key concepts • Time Management • Goal Setting • Chapter summaries • Think Critically Questions • Open-ended questions • Business Communication • Business Math • Case Studies • Standard Business Plan • Crossword puzzles • Word Searches • Enrichment activities • Chapter Assessment | <p><u>Other Evidence:</u></p> <ul style="list-style-type: none"> • Entrepreneurs Issues • Business Careers • Thinking like an Entrepreneur • Working together activities/projects • Business Ethics • Cross-Curriculum Enrichment activities • Business in your community activities • Advanced Business Plan • Business Plan Case studies • Check your understanding questions • Chapter games and activities • Enrichment activities • Lesson Reviews • Powerpoint Presentations • Chapter Quizzes • Chapter Tests • Unit Tests |
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Stage 3: Learning Plan

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| <p><u>Learning Opportunities/Strategies:</u></p> <ul style="list-style-type: none"> • Unit Features: <ul style="list-style-type: none"> ○ Chapter Objectives ○ Business Plan Questions ○ Business Plan Symbols ○ Vocabulary ○ Pronunciation ○ Reading Checkpoints • Entrepreneurship Issues <ul style="list-style-type: none"> ○ Business Careers ○ Thinking like an Entrepreneur ○ Thinking critically • Reading Strategies | <p><u>Resources:</u></p> <p>Textbook - Entrepreneurship Theory, Process, Practice Textbook - Entrepreneurship Owning Your Future Entrepreneurship Performance-based Measurements Guide Ethics and Business websites College and Career Readiness Entrepreneurship 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 ● Entrepreneurs & Technology <ul style="list-style-type: none"> ○ Tech vocabulary ○ Check yourself questions ○ Open-ended questions ○ Critical Thinking activities ○ Cross-curricular Activities ● Time Management <ul style="list-style-type: none"> ○ Time tips and logs ○ Goal-setting process ○ Goal-setting activities ● Chapter Review and Assessment: <ul style="list-style-type: none"> ○ Chapter summary ○ Vocabulary and concept checks ○ Business Math ○ Business Communication ○ Business Ethics ○ Academic skills ○ Chapter Quizzes ○ Chapter Tests | <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 for classwork, homework and 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 ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions |
| 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 | |
| Use a consistent daily routine | Preferential seating is provided | Preferential seating is provided | |
| Individualized instruction | Individualized instruction | Individualized instruction | |

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| Tutoring Students may redo assignments any time without penalty | Tutoring Modify our curriculum based on student's ability level Use a consistent daily routine Students may redo assignments any time without penalty | Tutoring Modify our curriculum based on student's ability level Use a consistent daily routine Students may redo assignments any time without penalty | Differentiate based on proficiency Provide word banks Allow for translators, dictionaries |
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Unit Title: Unit 2 - Initiating Entrepreneurial Ventures

Stage 1: Desired Results

Standards & Indicators:

9.4.12.CI.1: Demonstrate the ability to reflect, analyze and use creative skills and ideas.

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement and transition.

9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving.

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9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information.

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Career Readiness, Life Literacies and Key Skills

| Standard | Performance Expectations | Core Ideas |
|-------------|------------------------------------------------------|-----------------------------------------------------------|
| 9.1.2.CAP.3 | Define entrepreneurship and social entrepreneurship. | There are benefits and drawbacks to being an entrepreneur |

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| 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. |
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| 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. |
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Central Idea/Enduring Understanding:

Chapter 5 - Innovation: The Creative Pursuit of Ideas

- Students will review several entrepreneurial ventures.
- Discuss new ideas and innovations for entrepreneurs.
- Identify new ventures for business opportunities
- Evaluation the innovation process and types of innovation

Essential/Guiding Question:

- What are the major sources of innovative ideas?
- What is the difference between an adapter and innovator?
- What are four major components in the creative process?

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| <p>Chapter 6 - Assessment of Entrepreneurial Opportunities</p> <ul style="list-style-type: none"> • Students will be able to assess the entrepreneurial opportunities of starting a new business • Explain the different pitfalls of selecting new ventures • Discuss the critical factors on the new ventures • Analyze the severely approaches for the venture evaluation process <p>Chapter 7 - Pathways to Entrepreneurial Ventures</p> <ul style="list-style-type: none"> • Students will have the opportunity to view several entrepreneurial ventures • Discuss the new approach of creating theses new ventures • Explain the advantages of acquiring the ongoing ventures • Analyze the advantages and disadvantages of franchising <p>Chapter 8 Sources of Capital for Entrepreneurs</p> <ul style="list-style-type: none"> • Students will be able to identify the different debt versus equity financing • Explain the debt versus equity financing • Discuss the capital myths on the new ventures | <ul style="list-style-type: none"> • Explain the challenges involved in new-venture development • List four major types of problems that new ventures confront. • How can asking the right questions help an entrepreneur evaluate a new venture? <ul style="list-style-type: none"> • List the three main pathways to entering business for prospective entrepreneurs. • What is a new approach to start a new venture? • What is meant by the term franchise? <ul style="list-style-type: none"> • What are some advantages of going public? • Identify and describe three objectives of venture capitalist. • How has crowdfunding changed the landscape of new-venture financing? |
| <p><u>Content:</u></p> <p>Chapter 5 - Innovation: The creative Pursuit of Ideas</p> <ul style="list-style-type: none"> • 5.1 - Opportunity Identification: The search for New Ideas • 5.2 - Entrepreneurial Imagination and Creativity • 5.3 - Innovation and the Entrepreneur <p>Chapter 6 - Assessment of Entrepreneurial Opportunities</p> <ul style="list-style-type: none"> • 6.1 - Pitfalls in Selecting New Ventures • 6.2 - Critical Factors for New-Venture Development • 6.3 - The Traditional Venue Evaluation Processes | <p><u>Skills(Objectives):</u></p> <p>Chapter 5 - Students will review several entrepreneurial ventures.</p> <ul style="list-style-type: none"> • 5.1 - Discuss new ideas and innovations for entrepreneurships. • 5.2 - Identify new ventures for business opportunities • 5.3 - Evaluation the innovation process and types of innovation <p>Chapter 6 - Students will be able to assess the entrepreneurial opportunities of starting a new business</p> <ul style="list-style-type: none"> • 6.1 - Explain the different pitfalls of selecting new ventures • 6.2 - Discuss the critical factors on the new ventures • 6.3 - Analyze the severely approaches for the venture evaluation process |

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| <p>Chapter 7 - Pathways to Entrepreneurial Ventures</p> <ul style="list-style-type: none"> • 7.1 - Creating New Ventures • 7.2 - Acquiring an Established Entrepreneurial Venture • 7.3 - Franchising: The Hybrid <p>Chapter 8 Sources of Capital for Entrepreneurs</p> <ul style="list-style-type: none"> • 8.1 - Debt versus Equity Financing • 8.2 - The Venture Capital Market <p>Work Based Learning Field trips to different companies/entrepreneurs Speakers from entrepreneur</p> | <p>Chapter 7 - Students will have the opportunity to view several entrepreneurial ventures</p> <ul style="list-style-type: none"> • 7.1 - Discuss the new approach of creating these new ventures • 7.2 - Explain the advantages of acquiring the ongoing ventures • 7.3 - Analyze the advantages and disadvantages of franchising <p>Chapter 8 - Students will be able to identify the different debt versus equity financing</p> <ul style="list-style-type: none"> • 8.1 - Explain the debt versus equity financing • 8.2 - Discuss the capital myths on the new ventures |
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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
- Vocabulary, pronunciation and Definitions
- Tech vocabulary
- Section Objectives key concepts
- Time Management
- Goal Setting
- Chapter summaries
- Think Critically Questions
- Open-ended questions
- Business Communication
- Business Math
- Case Studies
- Standard Business Plan
- Crossword puzzles
- Word Searches
- Enrichment activities
- Chapter Assessment

Other Evidence:

- Entrepreneurs Issues
- Business Careers
- Thinking like an Entrepreneur
- Working together activities/projects
- Business Ethics
- Cross-Curriculum Enrichment activities
- Business in your community activities
- Advanced Business Plan
- Business Plan Case studies
- Check your understanding questions
- Chapter games and activities
- Enrichment activities
- Lesson Reviews
- Powerpoint Presentations
- Chapter Quizzes
- Chapter Tests
- Unit Tests

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Stage 3: Learning Plan

Learning Opportunities/Strategies:

- Unit Features:
 - Chapter Objectives
 - Business Plan Questions
 - Business Plan Symbols
 - Vocabulary
 - Pronunciation
 - Reading Checkpoints
- Entrepreneurship Issues
 - Business Careers
 - Thinking like an Entrepreneur
 - Thinking critically
- Reading Strategies
 - Reading guide to preview the chapter content
 - The main idea
 - Content vocabulary
 - Reading check
- Entrepreneurs & Technology
 - Tech vocabulary
 - Check yourself questions
 - Open-ended questions
 - Critical Thinking activities
 - Cross-curricular Activities
- Time Management
 - Time tips and logs
 - Goal-setting process
 - Goal-setting activities
- Chapter Review and Assessment:
 - Chapter summary
 - Vocabulary and concept checks
 - Business Math
 - Business Communication
 - Business Ethics
 - Academic skills
 - Chapter Quizzes
 - Chapter Tests

Resources:

Textbook - Entrepreneurship Theory, Process, Practice
Textbook - Entrepreneurship Owning Your Future
Entrepreneurship Performance-based Measurements Guide
Ethics and Business websites
College and Career Readiness
Entrepreneurship 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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| 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 | |
| Use a consistent daily routine | Preferential seating is provided | Preferential seating is provided | |
| 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 | |
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Unit Title: Unit 3: Achieving Product-Market Fit

Stage 1: Desired Results

Standards & Indicators:

9.4.12.CI.1: Demonstrate the ability to reflect, analyze and use creative skills and ideas.

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement and transition.

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| 9.4.12.DC.5: Debate laws and regulations that impact the development and use of software. 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities and utility for accomplishing a specified task 9.4.12.TL.2: Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data. 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. 9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information. 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources. | | |
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| Career Readiness, Life Literacies and Key Skills | | |
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| 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 | Collaborative digital tools can be used to access, record and share different |

Entrepreneurship 2

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| | and propose a resolution to a real-world problem | viewpoints and to collect and tabulate the views of groups of people. |
| <p><u>Central Idea/Enduring Understanding:</u></p> <p>Chapter 9 - Market Research</p> <ul style="list-style-type: none"> Students will explain why market research is so important. Explain the two basic types of market research Analyze the competitive advantages for a product Discuss the steps in researching a market <p>Chapter 10 - Marketing Your Product</p> <ul style="list-style-type: none"> Students will be able to identify the components of a marketing plan List the five main strategies of a marketing mix Summarize the basic principles of promoting products Discuss what's included in a promotional plan <p>Chapter 11 - Business Decisions & Communication</p> <ul style="list-style-type: none"> Students will review the process of communicating in business Discuss the different types of documents on how to communicate in business Explain why negotiations is important in business Examine how an entrepreneur can determine the actual cost of a product | | <p><u>Essential/Guiding Question:</u></p> <ul style="list-style-type: none"> What is market research? What is the difference between primary and secondary data? How does indirect competition differ from direct competition? <ul style="list-style-type: none"> What is a marketing plan? What are the two main parts of a marketing plan? What are the five steps of a marketing mix? <ul style="list-style-type: none"> What are the six qualities of good communication? What is a message thread? What does it mean to bargain in good faith? |
| <p><u>Content:</u></p> <p>Chapter 9 - Market Research</p> <p>9.1 - Identifying market research methods</p> <p>9.2 - Determine your competitive advantages</p> <p>9.3 - Steps in Research a Market</p> <p>Chapter 10 - Marketing Your Product</p> <p>10.1 - Developing Your Marketing Mix</p> <p>10.2 - Promoting your Product</p> <p>10.3 - Developing a promotion plan</p> <p>Chapter 11 - Business Communication & Decisions</p> <p>11.1 - Communicating in Business</p> <p>11.2 - Positive techniques for conducting negotiations</p> <p>11.3 - The cost of doing business</p> | | <p><u>Skills(Objectives):</u></p> <p>Chapter 9 - Students will explain why market research is so important.</p> <p>9.1 - Explain the two basic types of market research</p> <p>9.2 - Analyze the competitive advantages for a product</p> <p>9.3 - Discuss the steps in researching a market</p> <p>Chapter 10 - Students will be able to identify the components of a marketing plan</p> <p>10.1 - List the five main strategies of a marketing mix</p> <p>10.2 - Summarize the basic principles of promoting products</p> <p>10.3 - Discuss what's included in a promotional plan</p> <p>Chapter 11 - Students will review the process of communicating in business</p> <p>11.1 - Discuss the different types of documents on how to communicate in business</p> <p>11.2 - Explain why negotiations is important in business</p> |

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| Work Based Learning Field trips to different companies/entrepreneurs Speakers from entrepreneur | 11.3 - Examine how an entrepreneur can determine the actual cost of a product |
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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
- Vocabulary, pronunciation and Definitions
- Tech vocabulary
- Section Objectives key concepts
- Time Management
- Goal Setting
- Chapter summaries
- Think Critically Questions
- Open-ended questions
- Business Communication
- Business Math
- Case Studies
- Standard Business Plan
- Crossword puzzles
- Word Searches
- Enrichment activities
- Chapter Assessment

Other Evidence:

- Entrepreneurs Issues
- Business Careers
- Thinking like an Entrepreneur
- Working together activities/projects
- Business Ethics
- Cross-Curriculum Enrichment activities
- Business in your community activities
- Advanced Business Plan
- Business Plan Case studies
- Check your understanding questions
- Chapter games and activities
- Enrichment activities
- Lesson Reviews
- Powerpoint Presentations
- Chapter Quizzes
- Chapter Tests
- Unit Tests

Stage 3: Learning Plan

Learning Opportunities/Strategies:

- Unit Features:
 - Chapter Objectives
 - Business Plan Questions
 - Business Plan Symbols
 - Vocabulary
 - Pronunciation
 - Reading Checkpoints
- Entrepreneurship Issues
 - Business Careers
 - Thinking like an Entrepreneur
 - Thinking critically
- Reading Strategies

Resources:

Textbook - Entrepreneurship Theory, Process, Practice
Textbook - Entrepreneurship Owning Your Future
Entrepreneurship Performance-based Measurements Guide
Ethics and Business websites
College and Career Readiness
Entrepreneurship articles and case studies
Online learning center from glencoe.com
Research Patents - US Patent Office

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| <ul style="list-style-type: none"> ○ Reading guide to preview the chapter content ○ The main idea ○ Content vocabulary ○ Reading check ● Entrepreneurs & Technology <ul style="list-style-type: none"> ○ Tech vocabulary ○ Check yourself questions ○ Open-ended questions ○ Critical Thinking activities ○ Cross-curricular Activities ● Time Management <ul style="list-style-type: none"> ○ Time tips and logs ○ Goal-setting process ○ Goal-setting activities ● Chapter Review and Assessment: <ul style="list-style-type: none"> ○ Chapter summary ○ Vocabulary and concept checks ○ Business Math ○ Business Communication ○ Business Ethics ○ Academic skills ○ Chapter Quizzes ○ Chapter Tests | <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 for classwork, homework and 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 ELL supports should include, but are not limited to, the following: Extended time Provide visual aids Repeated directions |
| 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 | |
| Use a consistent daily routine | Preferential seating is provided | Preferential seating is provided | |
| Individualized instruction | Individualized instruction | Individualized instruction | |

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| Tutoring Students may redo assignments any time without penalty | Tutoring Modify our curriculum based on student's ability level Use a consistent daily routine Students may redo assignments any time without penalty | Tutoring Modify our curriculum based on student's ability level Use a consistent daily routine Students may redo assignments any time without penalty | Differentiate based on proficiency Provide word banks Allow for translators, dictionaries |
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Unit Title: Unit 4: Digital Marketing and Sales

Stage 1: Desired Results

Standards & Indicators:

9.4.12.CI.1: Demonstrate the ability to reflect, analyze and use creative skills and ideas.
 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement and transition.
 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.
 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
 9.4.12.CT.3: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why solutions may work better than others (e.g., political, economic, cultural).
 9.4.12.CT.4: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).
 9.4.12.CT.5: Participate in online strategy and planning sessions for course-based, school-based or other project and determine the strategies that contribute to effective outcomes.
 9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content.
 9.4.12.DC.2: Compare and contrast international differences in copyright laws and ethics.
 9.4.12.DC.3: Evaluate the social and economic implications of privacy in the context of safety, law, or ethics.
 9.4.12.DC.4: Explain the privacy concerns related to the collection of data (e.g. cookies) and generation of data through automated processes that may not be evident to users.
 9.4.12.DC.5: Debate laws and regulations that impact the development and use of software.
 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities and utility for accomplishing a specified task
 9.4.12.TL.2: Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.
 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.
 9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information.
 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.

Career Readiness, Life Literacies and Key Skills

| Standard | Performance Expectations | Core Ideas |
|-------------|------------------------------------------------------|-----------------------------------------------------------|
| 9.1.2.CAP.3 | Define entrepreneurship and social entrepreneurship. | There are benefits and drawbacks to being an entrepreneur |

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| 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. |

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| <p><u>Central Idea/Enduring Understanding:</u></p> <p>Chapter 12 - Selling strategies</p> <ul style="list-style-type: none"> • The students will learn how to use the promotional techniques • Explain the importance of personal selling • List the difference characteristics of being a successful salesperson • Discuss the main steps in the selling process <p>Chapter 13 - Website and social media campaign to market their business</p> <ul style="list-style-type: none"> • The students will review the different social media platforms | <p><u>Essential/Guiding Question:</u></p> <ul style="list-style-type: none"> • What are the main advantages tha personal selling has over most other forms of promotion? • List the six characteristics of a successful salesperson. • What are the main steps in the selling process? <ul style="list-style-type: none"> • Why is it important to campaign for a business? • List different social media platforms. • What programs are available to create websites? |
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Entrepreneurship 2

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| <ul style="list-style-type: none"> • Discuss the techniques how to create a website • Review the social media platforms which would be best for the products • Analyze ways of sales forecasting for the future <p>Chapter 14 - Variable and fixed costs</p> <ul style="list-style-type: none"> • The students will identify different costs related to sales force • Discuss the selling methods to accommodate your market plan • Review the costs related to sales force • Evaluate the expenses that are related to a sales force | <ul style="list-style-type: none"> • Why would a company need to estimate its future sales? • Who do you need in your sales force? • What is the difference between an external sales method and an internal sales method? |
| <p><u>Content:</u></p> <p>Chapter 12 - Selling strategies</p> <p>12.1 - The importance of personal selling</p> <p>12.2 - Characteristics of successful salesperson</p> <p>12.3 - The selling process</p> <p>Chapter 13 - Website and social media campaign to market their business</p> <p>13.1 - The creation of a website techniques</p> <p>13.2 - Social media campaigning</p> <p>13.3 - Sales Forecasting</p> <p>Chapter 14 - Variable and fixed costs</p> <p>14.1 - Sales force planning</p> <p>14.2 - Costs related to sales force</p> <p>14.3 - Expenses related to sales force</p> <p><u>Work Based Learning</u></p> <p>Field trips to different companies/entrepreneurs</p> <p>Speakers from entrepreneur</p> | <p><u>Skills(Objectives):</u></p> <p>Chapter 12 - The students will learn how to use the promotional techniques</p> <p>12.1 - Explain the importance of personal selling</p> <p>12.2 - List the difference characteristics of being a successful salesperson</p> <p>12.3 - Discuss the main steps in the selling process</p> <p>Chapter 13 - The students will review the different social media platforms</p> <p>13.1 - Discuss the techniques how to create a website</p> <p>13.2 - Review the social media platforms which would be best for the products</p> <p>13.3 - Analyze ways of sales forecasting for the future</p> <p>Chapter 14 - The students will identify different costs related to sales force</p> <p>14.1 - Discuss the selling methods to accommodate your market plan</p> <p>14.2 - Review the costs related to sales force</p> <p>14.3 - Evaluate the expenses that are related to a sales force</p> |
| <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> | |

Entrepreneurship 2

Stage 2: Assessment Evidence

Performance Task(s):

- Warm ups - Topics pertaining to entrepreneurship
- Vocabulary, pronunciation and Definitions
- Tech vocabulary
- Section Objectives key concepts
- Time Management
- Goal Setting
- Chapter summaries
- Think Critically Questions
- Open-ended questions
- Business Communication
- Business Math
- Case Studies
- Standard Business Plan
- Crossword puzzles
- Word Searches
- Enrichment activities
- Chapter Assessment

Other Evidence:

- Entrepreneurs Issues
- Business Careers
- Thinking like an Entrepreneur
- Working together activities/projects
- Business Ethics
- Cross-Curriculum Enrichment activities
- Business in your community activities
- Advanced Business Plan
- Business Plan Case studies
- Check your understanding questions
- Chapter games and activities
- Enrichment activities
- Lesson Reviews
- Powerpoint Presentations
- Chapter Quizzes
- Chapter Tests
- Unit Tests

Stage 3: Learning Plan

Learning Opportunities/Strategies:

- Unit Features:
 - Chapter Objectives
 - Business Plan Questions
 - Business Plan Symbols
 - Vocabulary
 - Pronunciation
 - Reading Checkpoints
- Entrepreneurship Issues
 - Business Careers
 - Thinking like an Entrepreneur
 - Thinking critically
- Reading Strategies
 - Reading guide to preview the chapter content
 - The main idea
 - Content vocabulary
 - Reading check
- Entrepreneurs & Technology
 - Tech vocabulary
 - Check yourself questions
 - Open-ended questions
 - Critical Thinking activities
 - Cross-curricular Activities
- Time Management
 - Time tips and logs
 - Goal-setting process
 - Goal-setting activities
- Chapter Review and Assessment:

Resources:

Textbook - Entrepreneurship Theory, Process, Practice
 Textbook - Entrepreneurship Owning Your Future
 Entrepreneurship Performance-based Measurements Guide
 Ethics and Business websites
 College and Career Readiness
 Entrepreneurship 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.*

Entrepreneurship 2

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| <ul style="list-style-type: none"> ○ Chapter summary ○ Vocabulary and concept checks ○ Business Math ○ Business Communication ○ Business Ethics ○ Academic skills ○ Chapter Quizzes ○ Chapter Tests | |
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Differentiation

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

Accommodations or Modifications:

- Repetition
- Study/test guide
- Restate directions
- Visual prompts
- Extended time for classwork, homework and tests

| High-Achieving Students | On Grade Level Students | Struggling Students | Special Needs/ELL |
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| 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 |

Entrepreneurship 2

Unit Title: Unit 5: Planning for Business Operations

Stage 1: Desired Results

Standards & Indicators:

9.4.12.CI.1: Demonstrate the ability to reflect, analyze and use creative skills and ideas.

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement and transition.

9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving.

9.4.12.CT.3: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why solutions may work better than others (e.g., political, economic, cultural).

9.4.12.CT.4: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).

9.4.12.CT.5: Participate in online strategy and planning sessions for course-based, school-based or other project and determine the strategies that contribute to effective outcomes.

9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content.

9.4.12.DC.2: Compare and contrast international differences in copyright laws and ethics.

9.4.12.DC.3: Evaluate the social and economic implications of privacy in the context of safety, law, or ethics.

9.4.12.DC.4: Explain the privacy concerns related to the collection of data (e.g. cookies) and generation of data through automated processes that may not be evident to users.

9.4.12.DC.5: Debate laws and regulations that impact the development and use of software.

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities and utility for accomplishing a specified task

9.4.12.TL.2: Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.

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.

9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.

Career Readiness, Life Literacies and Key Skills

| Standard | Performance Expectations | Core Ideas |
|--------------|--------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|
| 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 |

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| 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. |
| <u>Central Idea/Enduring Understanding:</u> Chapter 15 - Starting Your Business <ul style="list-style-type: none"> • The students will be introduced to basic concepts of starting a business • Discuss the techniques of hiring staff • Describe the start-up investments • Review the record keeping procedures Chapter 16 - Analyzing Finances <ul style="list-style-type: none"> • The students will learn how to earn a profit by selling products or providing services • Explain how variable expenses are calculated • Identify parts of an income statement • Review what a financial ratio is Chapter 17 - Managing Your Business <ul style="list-style-type: none"> • The students will learn the process of how to manage a business • Discuss the management functions of a business • Review the tasks and tools of production management • Explore the factors in purchasing management and the process of purchasing | | <u>Essential/Guiding Question:</u> <ul style="list-style-type: none"> • Can you start a business without borrowing money? • What are the components of a start-up investment? • What does bootstrapping mean in regard to entrepreneurship? • Why do businesses need to control their expenses? • What are some common fixed expenses of a business? • What is a unit of sale? • What is management? • What are the four management functions? • What does organizing create? |

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| <p><u>Content:</u></p> <p>Chapter 15 - Starting Your Business 15.1 - Staffing the Business 15.2 - Financing Your Business 15.3 - Record keeping & Accounting</p> <p>Chapter 16 - Analyzing Finances 16.1 - The cost of doing business 16.2 - Income statements & Cash Flow 16.3 - Financial Ratios & break-Even Analysis</p> <p>Chapter 17 - Managing Your Business 17.1 - Managing functions of a business 17.2 - Managing Production, distribution & Operations 17.3 - Managing Purchasing & Inventory</p> <p><u>Work Based Learning</u> Field trips to different companies/entrepreneurs Speakers from entrepreneur</p> | <p><u>Skills(Objectives):</u></p> <p>Chapter 15 - The students will be introduced to basic concepts of starting a business 15.1 - Discuss the techniques of hiring staff 15.2 - Describe the start-up investments 15.3 - Review the record keeping procedures</p> <p>Chapter 16 - The students will learn how to earn a profit by selling products or providing services 16.1 - Explain how variable expenses are calculated 16.2 - Identify parts of an income statement 16.3 - Review what a financial ratio is</p> <p>Chapter 17 - The students will learn the process of how to manage a business 17.1 - Discuss the management functions of a business 17.2 - Review the tasks and tools of production management 17.3 - Explore the factors in purchasing management and the process of purchasing</p> |
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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

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| <p><u>Performance Task(s):</u></p> <ul style="list-style-type: none"> • Warm ups - Topics pertaining to entrepreneurship • Vocabulary, pronunciation and Definitions • Tech vocabulary • Section Objectives key concepts • Time Management • Goal Setting • Chapter summaries • Think Critically Questions • Open-ended questions • Business Communication • Business Math • Case Studies • Standard Business Plan • Crossword puzzles • Word Searches • Enrichment activities • Chapter Assessment | <p><u>Other Evidence:</u></p> <ul style="list-style-type: none"> • Entrepreneurs Issues • Business Careers • Thinking like an Entrepreneur • Working together activities/projects • Business Ethics • Cross-Curriculum Enrichment activities • Business in your community activities • Advanced Business Plan • Business Plan Case studies • Check your understanding questions • Chapter games and activities • Enrichment activities • Lesson Reviews • Powerpoint Presentations • Chapter Quizzes • Chapter Tests • Unit Tests |
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Entrepreneurship 2

Stage 3: Learning Plan

Learning Opportunities/Strategies:

- Unit Features:
 - Chapter Objectives
 - Business Plan Questions
 - Business Plan Symbols
 - Vocabulary
 - Pronunciation
 - Reading Checkpoints
- Entrepreneurship Issues
 - Business Careers
 - Thinking like an Entrepreneur
 - Thinking critically
- Reading Strategies
 - Reading guide to preview the chapter content
 - The main idea
 - Content vocabulary
 - Reading check
- Entrepreneurs & Technology
 - Tech vocabulary
 - Check yourself questions
 - Open-ended questions
 - Critical Thinking activities
 - Cross-curricular Activities
- Time Management
 - Time tips and logs
 - Goal-setting process
 - Goal-setting activities
- Chapter Review and Assessment:
 - Chapter summary
 - Vocabulary and concept checks
 - Business Math
 - Business Communication
 - Business Ethics
 - Academic skills
 - Chapter Quizzes
 - Chapter Tests

Resources:

Textbook - Entrepreneurship Theory, Process, Practice
Textbook - Entrepreneurship Owning Your Future
Entrepreneurship Performance-based Measurements Guide
Ethics and Business websites
College and Career Readiness
Entrepreneurship 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.*

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 for classwork, homework and tests

Entrepreneurship 2

| High-Achieving Students | On Grade Level Students | Struggling Students | Special Needs/ELL |
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| <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> |

Unit Title: Unit 6: Pitch the Business Plan

Stage 1: Desired Results

Standards & Indicators:

9.4.12.CI.1: Demonstrate the ability to reflect, analyze and use creative skills and ideas.

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement and transition.

9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving.

9.4.12.CT.3: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why solutions may work better than others (e.g., political, economic, cultural).

9.4.12.CT.4: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).

9.4.12.CT.5: Participate in online strategy and planning sessions for course-based, school-based or other project and determine the strategies that contribute to effective outcomes.

9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content.

9.4.12.DC.2: Compare and contrast international differences in copyright laws and ethics.

9.4.12.DC.3: Evaluate the social and economic implications of privacy in the context of safety, law, or ethics.

9.4.12.DC.4: Explain the privacy concerns related to the collection of data (e.g. cookies) and generation of data through automated processes that may not be evident to users.

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| 9.4.12.DC.5: Debate laws and regulations that impact the development and use of software. 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities and utility for accomplishing a specified task 9.4.12.TL.2: Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data. 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. 9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information. 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources. | | |
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| Career Readiness, Life Literacies and Key Skills | | |
| Standard | Performance Expectations | Core Ideas |
| 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 | Collaborative digital tools can be used to access, record and share different |

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| | and propose a resolution to a real-world problem | viewpoints and to collect and tabulate the views of groups of people. |
| <p><u>Central Idea/Enduring Understanding:</u></p> <p>Chapter 18 - The Business Plan</p> <ul style="list-style-type: none"> • The students will create a business plan that summarizes an entrepreneur's proposed venture. • Create a worksheet for a business they are interested in starting • Summarize the important information about your company and goals • Outline the company describe the company's basic background information, business concept and objectives • Research the customer's demographic that define the traits of the company's target market. • Research your competitors strengths and weaknesses • Describe the features and benefits of the business's products and services • Explain how you plan on selling your brand and breaking into the market • Create an investment proposal which includes a cash flow state, income state, and balance sheet • Discuss the organization chart that maps the company's structure • Discuss how the business will expand in the future. | | <p><u>Essential/Guiding Question:</u></p> <ul style="list-style-type: none"> • What is a business plan? • What are the key components of a business plan? • What is the size of the market? • How will your product be made available to customers and where it will be sold? • What trends are impacting this industry? • What are the strengths and weaknesses? • How do you plan to raise and use the money for your company? • Project the total cash needed to start the business. • Describe a planned growth cycle. |
| <p><u>Content:</u></p> <p>Chapter 18 - The Business Plan</p> <p>18.1 - Select a business they are interested in starting</p> <p>18.2 - The Executive Summary</p> <p>18.3 - Company Description</p> <p>18.4 - Market Analysis</p> <p>18.5 - Analyze your competitors</p> <p>18.6 - Product or Service Plan</p> <p>18.7 - Marketing and Sales Strategy</p> <p>18.8 - Business Financials</p> <p>18.9 - Organization structure</p> <p>18.10 - Growth Plan</p> <p><u>Work Based Learning</u></p> <p>Field trips to different companies/entrepreneurs</p> <p>Speakers from entrepreneur</p> | | <p><u>Skills(Objectives):</u></p> <p>Chapter 18 - The students will create a business plan that summarizes an entrepreneur's proposed venture.</p> <p>18.1 - Create a worksheet for a business they are interested in starting</p> <p>18.2 - Summarize the important information about your company and goals</p> <p>18.3 - Outline the company describe the company's basic background information, business concept and objectives</p> <p>18.4 - Research the customer's demographic that define the traits of the company's target market.</p> <p>18.5 - Research your competitors strengths and weaknesses</p> <p>18.6 - Describe the features and benefits of the business's products and services</p> <p>18.7 - Explain how you plan on selling your brand and breaking into the market</p> <p>18.8 - Create an investment proposal which includes a cash flow state, income state, and balance sheet</p> <p>18.9 - Discuss the organization chart that maps the company's structure</p> <p>18.10 -Discuss how the business will expand in the future.</p> |

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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
- Vocabulary, pronunciation and Definitions
- Tech vocabulary
- Section Objectives key concepts
- Time Management
- Goal Setting
- Chapter summaries
- Think Critically Questions
- Open-ended questions
- Business Communication
- Business Math
- Case Studies
- Standard Business Plan
- Crossword puzzles
- Word Searches
- Enrichment activities
- Chapter Assessment

Other Evidence:

- Entrepreneurs Issues
- Business Careers
- Thinking like an Entrepreneur
- Working together activities/projects
- Business Ethics
- Cross-Curriculum Enrichment activities
- Business in your community activities
- Advanced Business Plan
- Business Plan Case studies
- Check your understanding questions
- Chapter games and activities
- Enrichment activities
- Lesson Reviews
- Powerpoint Presentations
- Chapter Quizzes
- Chapter Tests
- Unit Tests

Stage 3: Learning Plan

Learning Opportunities/Strategies:

- Unit Features:
 - Chapter Objectives
 - Business Plan Questions
 - Business Plan Symbols
 - Vocabulary
 - Pronunciation
 - Reading Checkpoints
- Entrepreneurship Issues
 - Business Careers
 - Thinking like an Entrepreneur
 - Thinking critically
- Reading Strategies
 - Reading guide to preview the chapter content

Resources:

Textbook - Entrepreneurship Theory, Process, Practice
Textbook - Entrepreneurship Owning Your Future
Entrepreneurship Performance-based Measurements Guide
Ethics and Business websites
College and Career Readiness
Entrepreneurship articles and case studies
Online learning center from glencoe.com
Research Patents - US Patent Office

Social Studies Resources:

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| <ul style="list-style-type: none"> ○ The main idea ○ Content vocabulary ○ Reading check ● Entrepreneurs & Technology <ul style="list-style-type: none"> ○ Tech vocabulary ○ Check yourself questions ○ Open-ended questions ○ Critical Thinking activities ○ Cross-curricular Activities ● Time Management <ul style="list-style-type: none"> ○ Time tips and logs ○ Goal-setting process ○ Goal-setting activities ● Chapter Review and Assessment: <ul style="list-style-type: none"> ○ Chapter summary ○ Vocabulary and concept checks ○ Business Math ○ Business Communication ○ Business Ethics ○ Academic skills ○ Chapter Quizzes ○ Chapter Tests | <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

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- Repetition
- Study/test guide
- Restate directions
- Visual prompts
- Extended time for classwork, homework and tests

| High-Achieving Students | On Grade Level Students | Struggling Students | Special Needs/ELL |
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| 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 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 |
| 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 | |
| Use a consistent daily routine | Preferential seating is provided | Preferential seating is provided | |
| Individualized instruction | Individualized instruction | Individualized instruction | |
| Tutoring | Tutoring | Tutoring | |

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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 | Allow for translators, dictionaries |
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Pacing Guide

| Course Name | Resource | Standards |
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| MP | | |
| UNITS 1 & 2 Unit 1: Understanding the Impact of the Entrepreneurial Mindset Unit 2 - Initiating Entrepreneurial Ventures 23 Days | CHAPTERS 1 - 8 Chapter 1 - Evolutionary Development & Revolutionary impact <ul style="list-style-type: none"> 1.1 - Myths of entrepreneurship 1.2 - Entrepreneurial Revolution 1.3 - Key Entrepreneurship Concepts Chapter 2 - The Entrepreneurial Mindset in Individuals <ul style="list-style-type: none"> 2.1- The Entrepreneurial Mindset 2.2 - The Dark Side of Entrepreneurship 2.4 - Ethical Dilemmas Chapter 3 - The Entrepreneurial Mindset in Organizations <ul style="list-style-type: none"> 3.1 - Corporate Entrepreneurship and Innovation 3.2 - Corporate entrepreneurship strategy Chapter 4 - Global Entrepreneurial Mindset <ul style="list-style-type: none"> 4.1 - Social Entrepreneurship 4.2 - Shared Value | 9.4.12.CI.1: Demonstrate the ability to reflect, analyze and use creative skills and ideas. 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement and transition. 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice. 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving. 9.4.12.CT.3: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why solutions may work better than others (e.g., political, economic, cultural). 9.4.12.CT.4: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice). 9.4.12.CT.5: Participate in online strategy and planning sessions for course-based, school-based or other project and determine the strategies that contribute to effective outcomes. 9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content. |

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| | <ul style="list-style-type: none"> 4.3 - The Global Marketplace <p>Chapter 5 - Innovation: The creative Pursuit of Ideas</p> <ul style="list-style-type: none"> 5.1 - Opportunity Identification: The search for New Ideas 5.2 - Entrepreneurial Imagination and Creativity 5.3 - Innovation and the Entrepreneur <p>Chapter 6 - Assessment of Entrepreneurial Opportunities</p> <ul style="list-style-type: none"> 6.1 - Pitfalls in Selecting New Ventures 6.2 - Critical Factors for New-Venture Development 6.3 - The Traditional Venue Evaluation Processes <p>Chapter 7 - Pathways to Entrepreneurial Ventures</p> <ul style="list-style-type: none"> 7.1 - Creating New Ventures 7.2 - Acquiring an Established Entrepreneurial Venture 7.3 - Franchising: The Hybrid <p>Chapter 8 Sources of Capital for Entrepreneurs</p> <ul style="list-style-type: none"> 8.1 - Debt versus Equity Financing 8.2 - The Venture Capital Market <p>Unit Online Assessment:</p> <ul style="list-style-type: none"> Chapter Tests Vocabulary Tests Enrichment activities Business Plan Case Studies Powerpoint Presentations Chapter Unit Tests | <p>9.4.12.DC.2: Compare and contrast international differences in copyright laws and ethics.</p> <p>9.4.12.DC.3: Evaluate the social and economic implications of privacy in the context of safety, law, or ethics.</p> <p>9.4.12.DC.4: Explain the privacy concerns related to the collection of data (e.g. cookies) and generation of data through automated processes that may not be evident to users.</p> <p>9.4.12.DC.5: Debate laws and regulations that impact the development and use of software.</p> <p>9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities and utility for accomplishing a specified task</p> <p>9.4.12.TL.2: Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.</p> <p>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.</p> <p>9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information.</p> <p>9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.</p> |
| MP | | |
| UNIT 3 Unit 3: Achieving Product-Market Fit 22 Days | CHAPTERS 9 - 11 Chapter 9 - Market Research 9.1 - Identifying market research methods 9.2 - Determine your competitive advantages 9.3 - Steps in Research a Market | <p>9.4.12.CI.1: Demonstrate the ability to reflect, analyze and use creative skills and ideas.</p> <p>9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement and transition.</p> |

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| | <p>Chapter 10 - Marketing Your Product 10.1 - Developing Your Marketing Mix 10.2 - Promoting your Product 10.3 - Developing a promotion plan</p> <p>Chapter 11 - Business Communication & Decisions 11.1 - Communicating in Business 11.2 - Positive techniques for conducting negotiations 11.3 - The cost of doing business</p> <p>Unit Online Assessment:</p> <ul style="list-style-type: none"> ● Chapter Tests ● Vocabulary Tests ● Enrichment activities ● Business Plan Case Studies ● Powerpoint Presentations ● Chapter Unit Tests | <p>9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.</p> <p>9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving.</p> <p>9.4.12.CT.3: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why solutions may work better than others (e.g., political, economic, cultural).</p> <p>9.4.12.CT.4: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).</p> <p>9.4.12.CT.5: Participate in online strategy and planning sessions for course-based, school-based or other project and determine the strategies that contribute to effective outcomes.</p> <p>9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content.</p> <p>9.4.12.DC.2: Compare and contrast international differences in copyright laws and ethics.</p> <p>9.4.12.DC.3: Evaluate the social and economic implications of privacy in the context of safety, law, or ethics.</p> <p>9.4.12.DC.4: Explain the privacy concerns related to the collection of data (e.g. cookies) and generation of data through automated processes that may not be evident to users.</p> <p>9.4.12.DC.5: Debate laws and regulations that impact the development and use of software.</p> <p>9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities and utility for accomplishing a specified task</p> <p>9.4.12.TL.2: Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.</p> <p>9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze</p> |
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| | | <p>and propose a resolution to a real-world problem.</p> <p>9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information.</p> <p>9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.</p> |
| MP | | |
| UNIT 4 Unit 4: Digital Marketing and Sales 22 Days | CHAPTERS 12 - 14 Chapter 12 - Selling strategies 12.1 - The importance of personal selling 12.2 - Characteristics of successful salesperson 12.3 - The selling process Chapter 13 - Website and social media campaign to market their business 13.1 - The creation of a website techniques 13.2 - Social media campaigning 13.3 - Sales Forecasting Chapter 14 - Variable and fixed costs 14.1 - Sales force planning 14.2 - Costs related to sales force 14.3 - Expenses related to sales force Unit Online Assessment: <ul style="list-style-type: none"> ● Chapter Tests ● Vocabulary Tests ● Enrichment activities ● Business Plan Case Studies ● Powerpoint Presentations ● Chapter Unit Tests | <p>9.4.12.CI.1: Demonstrate the ability to reflect, analyze and use creative skills and ideas.</p> <p>9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement and transition.</p> <p>9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.</p> <p>9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving.</p> <p>9.4.12.CT.3: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why solutions may work better than others (e.g., political, economic, cultural).</p> <p>9.4.12.CT.4: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).</p> <p>9.4.12.CT.5: Participate in online strategy and planning sessions for course-based, school-based or other project and determine the strategies that contribute to effective outcomes.</p> <p>9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content.</p> <p>9.4.12.DC.2: Compare and contrast international differences in copyright laws and ethics.</p> <p>9.4.12.DC.3: Evaluate the social and economic implications of privacy in the context of safety, law, or ethics.</p> <p>9.4.12.DC.4: Explain the privacy concerns related to the collection of</p> |

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| MP | | |
| UNITS 5 & 6 Unit 5: Planning for Business Operations Unit 6: Pitch the Business Plan 23 Days | CHAPTERS 15 - 18 Chapter 15 - Starting Your Business 15.1 - Staffing the Business 15.2 - Financing Your Business 15.3 - Record keeping & Accounting Chapter 16 - Analyzing Finances 16.1 - The cost of doing business 16.2 - Income statements & Cash Flow 16.3 - Financial Ratios & break-Even Analysis Chapter 17 - Managing Your Business 17.1 - Managing functions of a business 17.2 - Managing Production, distribution & Operations 17.3 - Managing Purchasing & Inventory Chapter 18 - The Business Plan 18.1 - Select a business they are interested in starting | <p>9.4.12.CI.1: Demonstrate the ability to reflect, analyze and use creative skills and ideas.</p> <p>9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement and transition.</p> <p>9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.</p> <p>9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving.</p> <p>9.4.12.CT.3: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why solutions may work better than others (e.g., political, economic, cultural).</p> <p>9.4.12.CT.4: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).</p> |

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| | <p>18.2 - The Executive Summary 18.3 - Company Description 18.4 - Market Analysis 18.5 - Analyze your competitors 18.6 - Product or Service Plan 18.7 - Marketing and Sales Strategy 18.8 - Business Financials 18.9 - Organization structure 18.10 - Growth Plan</p> <p>Unit Online Assessment:</p> <ul style="list-style-type: none"> ● Chapter Tests ● Vocabulary Tests ● Enrichment activities ● Business Plan Case Studies ● Powerpoint Presentations ● Chapter Unit Tests | <p>9.4.12.CT.5: Participate in online strategy and planning sessions for course-based, school-based or other project and determine the strategies that contribute to effective outcomes.</p> <p>9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content.</p> <p>9.4.12.DC.2: Compare and contrast international differences in copyright laws and ethics.</p> <p>9.4.12.DC.3: Evaluate the social and economic implications of privacy in the context of safety, law, or ethics.</p> <p>9.4.12.DC.4: Explain the privacy concerns related to the collection of data (e.g. cookies) and generation of data through automated processes that may not be evident to users.</p> <p>9.4.12.DC.5: Debate laws and regulations that impact the development and use of software.</p> <p>9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities and utility for accomplishing a specified task</p> <p>9.4.12.TL.2: Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.</p> <p>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.</p> <p>9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information.</p> <p>9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.</p> |
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