Washington Township School District

Course Title:	**Entrepreneurship**

Grade Level(s):	**11-12**

Duration:	*Full Year:*	**X**	*Semester:*		*Marking Period:*	

Course Description:	**In Entrepreneurship, students will gain knowledge and skills needed to become an entrepreneur. Students will learn the principles necessary to begin and operate a business. The primary focus of the course is to help students understand the process of analyzing a business opportunity, preparing a business plan, determining feasibility of an idea using research, and developing a plan to organize and promote the business and its products and services. In addition, student will understand the capital required, the return on investment, and the potential profit.** **Students are encouraged to participate in co-curricular organizations as extended learning experiences.**
Grading Procedures:	• Supportive Assessments -- (Discussion Boards, Case Studies, Cooperative Activities) • Major Assessments & Activities -- (Tests, Business Plan, Projects) • Minor Assessments & Activities -- (CW, Quizzes)
Primary Resources:	Textbook • Entrepreneurship: Ideas in Action 6th edition (Cengage)

Washington Township Principles for Effective Teaching and Learning

- Implementing a standards-based curriculum
- Facilitating a learner-centered environment
- Using academic target language and providing comprehensible instruction
- Adapting and using age-appropriate authentic materials
- Providing performance-based assessment experiences
- Infusing 21st century skills for College and Career Readiness in a global society

Designed by:	Rosalyn Gill

Under the Direction of:	Jeffrey Snyder

Written: ___Summer 2021_____

Revised: _____

BOE Approval: _____

Units of Study

Unit 1: What is Entrepreneurship

Unit 2: New Venture and Business Plan

Unit 3: Market Research: Market Analysis and Competitive Analysis

Unit 4: Marketing Plan

Unit 5: Managing the Business Operations

Unit 6: Financial Management

Unit 7: Expanding and Exiting

Unit Description:

This unit focuses on the common characteristics and personality traits of an entrepreneur. We will explore ideas and opportunities, the risks and rewards of being an entrepreneur, the effect that entrepreneurs have on the economy and the types of business categories available to entrepreneurs.

Unit Duration: 4 weeks

Desired Results

Standard(s):

	English Language Arts Standards
9.1.12.EG.5	**Reading**
9.2.12.CAP.6	NJSLSA.R1
9.2.12.CAP.21	NJSLSA.R2
9.2.12.CAP.22	NJSLSA.R3
9.3.12.BM-BIM.3	NJSLSA.R7
9.3.12.BM-MGT.2	NJSLSA.R8
9.3.12.BM-MGT.3	NJSLSA.R9
9.3.MN.1	
9.3.MK.1	**Reading Informational Text**
9.3.MK.9	RI.11-12.1
9.4.12.CI.1	RI.11-12.2
9.4.12.CI.2	RI.11-12.8
9.4.12.CI.3	RI.11-12.9
9.4.12.CT.1	
9.4.12.CT.2	**Writing**
9.3.MK-COM.3	NJSLSA.W1
9.4.12.GCA.1	NJSLSA.W2
9.4.12.IML.1	NJSLSA.W3
9.4.12.TL.1	NJSLSA.W7
9.4.12.TL.2	NJSLSA.W8
9.4.12.TL.3	NJSLSA.W9

Indicators:

Students will explain how Entrepreneurship acts as a catalyst for economic growth.

Students will analyze the advantages and disadvantages of entrepreneurship.

Students will analyze the impact of supply, demand, and competing pricing in our economic system.

Understandings:	**Essential Questions:**
Students will understand that…	What role has entrepreneurship played in the U.S. economy?
Recognize the role entrepreneurs play in the U.S. economy.	What makes for a successful entrepreneur?
Determine the reasons businesses succeed or fail.	What are common characteristics of successful entrepreneurs?
Identify the characteristics of successful entrepreneurs.	How do entrepreneurs choose what business to start?
Access whether you have what it takes to succeed in your own business.	Why do entrepreneurs need to be good problem solvers?
Evaluates business ideas and different business opportunities.	How do entrepreneurs satisfy needs and wants with the goods and services they sell?
Describe techniques to use for determining the most feasible business opportunities.	Why do entrepreneurs need to understand the various economic systems that exist throughout the world?

The six steps of the problem-solving model. Describe ways to improve your problem-solving skills.	Why must entrepreneurs understand the impact of supply, demand, and competition on pricing?

Assessment Evidence

Performance Tasks:
Define entrepreneur and identify entrepreneurs through the years.
Describe different entrepreneurial business categories and career clusters.
Analyze different entrepreneurial enterprises that have led to successful businesses and describe what factors contributed to their success.
List important characteristics of an entrepreneur.
Compare and contrast advantages and disadvantages of entrepreneurship.
Complete personal assessments that determine personal entrepreneurship abilities.
Identify personal goals.
Develop and investigate entrepreneurial opportunities.
Explore how trends can positively and negatively affect work opportunities.
Use critical thinking skills and analysis tools to evaluate business opportunities.
Utilize the six-steps of problem-solving model.
Differentiate between needs and wants.
Identify economic resources with examples of each.
Analyze the role entrepreneurs and what they contribute to the U.S. economy.
Describe the basic principles of the U.S. economic system.

Other Evidence:
- Teacher observations
- Informal checks for understanding
- Class discussions
- Collaboration with others
- Group work
- Classwork
- Case Studies
- Teacher-created tests and quizzes
- Teacher-created multimedia projects

Benchmarks:

Unit 1 Portfolio

Learning Plan

Learning Activities:

What is Entrepreneurship? (7 days)
Define entrepreneurs, entrepreneurship and identify how entrepreneurs solve problems through products or services.
Compare characteristics of entrepreneurs.
Perform self-assessment of personal abilities, skills, and characteristics.
Practice goal setting strategies.
Develop team building skills working in a group setting.
Students will research an entrepreneur from the past and describe the risk and rewards involved in starting their business.
Differentiate between entrepreneur, intrapreneur, and social entrepreneur.

Explore ideas and generate opportunities. (6 days)
Identify and explore sources for new business ideas.
Practice creative thinking exercises and games.

Examine the different business types and career clusters to identify a career path as a source for a business venture category.
Compare different analysis tools for evaluating opportunities.
Use the six-step model to solve a consumer problem.
Determine the reasons businesses succeed or fail. Research and determine the cause of a product failure.
Create a rapid prototype.
Evaluate a business idea.

Entrepreneurs satisfy needs and wants. (3 days)
Examine the different resources used by an economy.
Compare different economic systems.
Describe how different economic systems address the utilization of scarce resources.
Evaluate how business functions are used to satisfy consumers.

Resources:

More Resources can be found in Business Schoology Group

Video Resources:
The True Story of Madam C.J. Walker
Various YouTube video clips

Internet Resources:
Myers-Briggs Self-Assessment: https://www.16personalities.com/free-personality-test
Motivation Quiz: http://www.oprah.com/omagazine/How-to-Determine-What-Motivates-You-Motivation-Style_1
EconEd: https://www.econedlink.org/resources/
Market Realist: https://marketrealist.com/2014/05/gdp-countrys-comprehensive-economic-scorecard/
Investopedia: https://www.investopedia.com/articles/personal-finance/082415/pros-and-cons-capitalist-vs-socialist-economies.asp
Startup Guide: https://startupguide.com/the-40-greatest-innovations-of-all-time
Teach Everywhere: https://teacheverywhere.org/activities/
YE Academy: https://yeacademy.org/lessons/

Unit Learning Goal and Scale *(Level 2.0 reflects a minimal level of proficiency)*		
Standard(s): 9.3.MK.1: Describe the impact of economics, economics systems and entrepreneurship on marketing.		
4.0	**Students will be able to:** • Research the effect of economics on entrepreneurial efforts in a global economy and propose a new international business venture.	
3.0	**Students will be able to:** • Recognize the impact on business ownership and categorize the businesses in different economic systems.	
2.0	**Students will be able to:** • Identify the different economic systems and the type of business ownership in their society.	
1.0	**With help, partial success at level 2.0 content and level 3.0 content:**	
0.0	**Even with help, no success**	

Standard(s): 9.4.12.CI.3: : Investigate new challenges and opportunities for personal growth, advancement, and transition.	
4.0	**Students will be able to:** • Formulate a plan for developing their abilities, strengths, and weaknesses to improve their entrepreneurial characteristics that match the necessary skills to succeed in a business based on historical entrepreneurs.
3.0	**Students will be able to:** • Explain their abilities, strengths, and weaknesses and how to make improvements to increase their entrepreneurial characteristics.
2.0	**Students will be able to:** • List their abilities, strengths, and weaknesses.
1.0	**With help, partial success at level 2.0 content and level 3.0 content:**
0.0	**Even with help, no success**

Unit Modifications for Special Population Students	
Advanced Learners	• Research various types of GDP calculations and controversies associated with them. • Conduct research to compare, and contrast the basic economic systems through debate, modeling, and/or presentations. • Provide ample opportunities for creative behavior. • Create assignments that call for original work, independent learning, critical thinking, problem solving, and experimentation. • Collaborating in groups use technology to research an entrepreneur from the past and one with future potential identifying challenges and successes. • Show appreciation for creative efforts. • Respect unusual questions, ideas, and solutions. • Encourage students to test their ideas. • Provide opportunities and give credit for self-initiated learning. • Avoid overly detailed supervision and too much reliance on prescribed curricula. • Allow time for reflection. *Example of Modification: Teacher will provide Advanced Learner with choice assignments that encourage original work. For example, allowing students to create their own startup.*
Struggling Learners	• Facilitate access to review materials and remediation activities through OneNote content library and through online textbook content. • Assist students in getting organized. • Give short directions. • Use drill exercises. • Give prompt cues during student performance. • Let students with poor writing skills use a computer. • Break assignments into small segments and assign only one segment at a time. • Demonstrate skills and have students model them. • Give prompt feedback. • Use continuous assessment to mark students' daily progress. • Prepare materials at varying levels of ability. *Example of Modification: Students will be provided examples of business plans to create their own startup.*
English Language Learners	• Coordinate with English Language Learner advisor to modify activities where appropriate: http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf

	- Use a slow, but natural rate of speech; speak clearly; use shorter sentences; repeat concepts in several ways. - When possible, use pictures, photos, and charts. - Corrections should be limited and appropriate. Do not correct grammar or usage errors in front of the class. - Give honest praise and positive feedback through your voice tones and visual articulation whenever possible. - Encourage students to use language to communicate, allowing them to use their native language to ask/answer questions when they are unable to do so in English. - Integrate students' cultural background into class discussions. - Use cooperative learning where students have opportunities to practice expressing ideas without risking language errors in front of the entire class
Learners with an IEP	Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include: - Variation of time: adapting the time allotted for learning, task completion, or testing - Variation of input: adapting the way instruction is delivered - Variation of output: adapting how a student can respond to instruction - Variation of size: adapting the number of items the student is expected to complete - Modifying the content, process or product Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here. Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org
Learners with a 504	Refer to page four in the Parent and Educator Guide to Section 504 to assist in the development of appropriate plans.

Interdisciplinary Connections

Indicators:

ELA/Literacy-
NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Integration of 21st Century Skills

Indicators:
Within the context of key knowledge instruction, students must also learn the essential skills for success in today's world, such as critical thinking, problem solving, communication and collaboration. Standards are taken from:
http://www.p21.org/storage/documents/docs/P21_Framework_Definitions_New_Logo_2015.pdf

The curriculum includes not only a focus on mastery of key subjects, but also promote understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into key subjects**:**

Themes:
Global Awareness
Civic Literacy
Environmental Literacy
Information, Media, and Technology

Skills:
Think Creatively
Work Creatively with Others
Implement Innovations
Critical Thinking and Problem Solving
Communication and Collaboration
Information, Media and Technology Skills

Unit 2: The New Venture and Business Plan

Unit Description:

Students will learn that a new venture needs a business plan and that it helps entrepreneurs manage entrepreneurial risk. Students will learn that in a new business, an entrepreneur must decide on a legal structure for the business, and the physical location for operations of the business.

Unit Duration: 5 weeks

Desired Results	

Standard(s):

	English Language Arts Standards
9.1.12.EG.5	**Reading**
9.2.12.CAP.6	NJSLSA.R1
9.2.12.CAP.21	NJSLSA.R2
9.2.12.CAP.22	NJSLSA.R3
9.3.12.BM.2	NJSLSA.R7
9.3.12.BM.5	NJSLSA.R8
9.3.12.BM-ADM.2	NJSLSA.R9
9.3.12.BM-BIM.3	
9.3.12.BM-MGT.2	**Reading Informational Text**
9.3.12.BM-MGT.3	RI.11-12.1
9.3.MN.1	RI.11-12.2
9.3.MK.1	RI.11-12.8
9.3.MK.9	RI.11-12.9
9.4.12.CI.1	
9.4.12.CI.2	**Writing**
9.4.12.CI.3	NJSLSA.W1
9.4.12.CT.1	NJSLSA.W2
9.3.MK-COM.3	NJSLSA.W3
9.4.12.GCA.1	NJSLSA.W7
9.4.12.IML.1	NJSLSA.W8
9.4.12.IML.7	NJSLSA.W9
9.4.12.TL.1	
9.4.12.TL.2	
9.4.12.TL.3	

Indicators:

Students will develop a code of ethics for a new company.

Students will identify and explain the purpose of each component of a business plan.

Students will select a legal business structure for a new company.

Understandings:	**Essential Questions:**
Students will understand that…	
Effective business plans are used to manage entrepreneurial ventures.	What is a business plan?
The elements of the main body of a business plan and explain why each one is important.	Why should an entrepreneur prepare a business plan?
The business plan helps entrepreneurs manage risk.	What information must an entrepreneur include in a business plan?
The business plan is the blueprint for a new business.	How can the entrepreneur ensure that the business plan is effective?
Entrepreneurs can promote ethical behavior in the workplace.	What information do you need to start a new venture?
	How do entrepreneurs manage business risk?

Entrepreneurs face potential challenges when starting or operating a business.
Writing and persuading effectively helps to reach appropriate audiences and achieve goals.

Assessment Evidence

Performance Tasks:

Write a code of ethics.
Describe ways to promote ethical behavior in the workplace.
Research Better Business Bureau for ethical standards for member businesses.

List potential challenges that entrepreneurs might face while starting or operating a business.
Explain the 3 main purpose of writing a good business plan.
Describe the importance of a business plan.
List and describe the basic components of a business plan.
List and describe the other elements of a business plan that capture readers attention and provide supporting information.
Identify and analyze various resources available for researching your business plan.
List common mistakes to avoid in business planning.
Write a brief description of a business idea including the nature of the business operations and the market served.

Compare the advantages and disadvantages of the different legal structures for a business.
Select the preferred legal structure and write a business description.

Other Evidence:

- Teacher observations
- Informal checks for understanding
- Class discussions
- Collaboration with others
- Group work
- Classwork
- Case Studies
- Teacher-created tests and quizzes
- Teacher-created multimedia projects

Benchmarks:

Unit 2 Portfolio

Ongoing Business Plan

Learning Plan

Learning Activities:

Ethics (4 days)
Write a company code of ethics for the new business.
Describe ways to promote ethical behavior in the workplace.
Research Better Business Bureau for ethical standards for member businesses.

Business Plan (12 days)
List potential challenges that entrepreneurs might face while starting or operating a business.
Explain the main purpose of writing a good business plan.
List and describe the basic components of a business plan.
List and describe the other elements of a business plan that capture readers attention and provide supporting information.
Identify and analyze various resources available for researching your business plan.
List common mistakes to avoid in business planning.
Write a description of a business idea including the nature of the business operations.
Complete the ongoing business plan after each component is taught after each unit section.

Legal Structure (4 days)
Compare the advantages and disadvantages of the different legal structures for a business.
Select the preferred legal structure and explain the reasons for choosing the legal structure.
Research the State process for a legal structure a record the steps to forming the legal business structure.

Resources:

More Resources can be found in Business Schoology Group

Video Resources:
Various YouTube video clips

Internet Resources:
Business Plans: https://www.bplans.com/
EconEd: https://www.econedlink.org/resources/
Startup Guide: https://startupguide.com/the-40-greatest-innovations-of-all-time
Teach Everywhere: https://teacheverywhere.org/activities/
Small Business Administration: https://www.sba.gov/
Score: https://www.score.org/
FedStats: https://www.usa.gov/statistics
National Federation of Independent Business: https://www.nfib.com/business-resources
YE Academy: https://yeacademy.org/lessons/

Unit Learning Goal and Scale
(Level 2.0 reflects a minimal level of proficiency)

Standard(s): **9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change**	
4.0	**Students will be able to:** • Write a company code of ethics for the new business that reflects the new business mission statement and vision and goals.
3.0	**Students will be able to:** • Write a company code of ethics for the new business.
2.0	**Students will be able to:** • Write a very limited company code of ethics for the new business.

1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Standard(s):
9.3.12.BM-ADM.2 Access, evaluate and disseminate information for business decision making.

4.0	Students will be able to: • Write a detail description of a business idea including the nature of the business operations and the market served.
3.0	Students will be able to: • Write a detail description of a business idea including the nature of the business operations.
2.0	Students will be able to: • Write a brief description of a business idea.
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Standard(s):
9.3.12.BM.2 Describe laws, rules and regulations as they apply to effective business operations.

4.0	Students will be able to: • Select a legal business structure and research the State's process for forming a business and record the steps to forming the legal business structure. Complete the application process with or without submitting the forms.
3.0	Students will be able to: • Select a legal business structure and research the State's process for forming a business and record the steps to forming the legal business structure.
2.0	Students will be able to: • Select a legal business structure.
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Unit Modifications for Special Population Students	
Advanced Learners	• Research various types of GDP calculations and controversies associated with them. • Conduct research to compare, and contrast the basic economic systems through debate, modeling, and/or presentations. • Provide ample opportunities for creative behavior. • Create assignments that call for original work, independent learning, critical thinking, problem solving, and experimentation. • Collaborating in groups use technology to research an entrepreneur from the past and one with future potential identifying challenges and successes. • Show appreciation for creative efforts. • Respect unusual questions, ideas, and solutions. • Encourage students to test their ideas. • Provide opportunities and give credit for self-initiated learning. • Avoid overly detailed supervision and too much reliance on prescribed curricula. • Allow time for reflection. *Example of Modification: Teacher will provide Advanced Learner with choice assignments that encourage original work. For example, allowing students to create their own startup.*

Struggling Learners	• Facilitate access to review materials and remediation activities through OneNote content library and through online textbook content. • Assist students in getting organized. • Give short directions. • Use drill exercises. • Give prompt cues during student performance. • Let students with poor writing skills use a computer. • Break assignments into small segments and assign only one segment at a time. • Demonstrate skills and have students model them. • Give prompt feedback. • Use continuous assessment to mark students' daily progress. • Prepare materials at varying levels of ability. *Example of Modification: Students will be provided examples of business plans to create their own startup.*
English Language Learners	• Coordinate with English Language Learner advisor to modify activities where appropriate: http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf • Use a slow, but natural rate of speech; speak clearly; use shorter sentences; repeat concepts in several ways. • When possible, use pictures, photos, and charts. • Corrections should be limited and appropriate. Do not correct grammar or usage errors in front of the class. • Give honest praise and positive feedback through your voice tones and visual articulation whenever possible. • Encourage students to use language to communicate, allowing them to use their native language to ask/answer questions when they are unable to do so in English. • Integrate students' cultural background into class discussions. • Use cooperative learning where students have opportunities to practice expressing ideas without risking language errors in front of the entire class
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Learners with a 504	Refer to page four in the [Parent and Educator Guide to Section 504](#) to assist in the development of appropriate plans.

Interdisciplinary Connections

Indicators:
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NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Integration of 21st Century Skills

Indicators:
Within the context of key knowledge instruction, students must also learn the essential skills for success in today's world, such as critical thinking, problem solving, communication and collaboration. Standards are taken from:
http://www.p21.org/storage/documents/docs/P21_Framework_Definitions_New_Logo_2015.pdf

The curriculum includes not only a focus on mastery of key subjects, but also promote understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into key subjects:

Themes:

Global Awareness
Civic Literacy
Environmental Literacy
Information, Media, and Technology

Skills:
Think Creatively
Work Creatively with Others
Implement Innovations
Critical Thinking and Problem Solving
Communication and Collaboration
Information, Media and Technology Skills

Unit Description:

Students are introduced to the importance of market research, the methods of conducting research, analyzing their target market and their competition. Students will have the opportunity to perform hands-on primary research and secondary research to determine their market in a competitive marketplace. This information will assist in determining the potential for success in pursuing the idea and can help with formulating a business plan.

Unit Duration: 4 weeks

Desired Results			
Standard(s):			
			English Language Arts Standards
9.1.12.EG.5	9.4.12.CI.1		**Reading**
9.2.12.CAP.6	9.4.12.CI.3		NJSLSA.R1
9.2.12.CAP.21	9.4.12.CT.1		NJSLSA.R2
9.2.12.CAP.22	9.4.12.CT.2		NJSLSA.R3
9.3.12.BM.1	9.4.12.CT.4		NJSLSA.R7
9.3.12.BM.2	9.4.12.DC.3		NJSLSA.R8
9.3.12.BM.3	9.4.12.DC.4		NJSLSA.R9
9.3.12.BM-BIM.3	9.4.12.GCA.1		
9.3.12.BM-MGT.2	9.4.12.IML.1		**Reading Informational Text**
9.3.12.BM-MGT.3	9.4.12.IML.2		RI.11-12.1
9.3.12.BM-MGT.5	9.4.12.IML.3		RI.11-12.2
9.3.12.BM-ADM.2	9.4.12.IML.8		RI.11-12.8
9.3.12.BM-BIM.3	9.4.12.TL.1		RI.11-12.9
9.3.12.BM-BIM.5	9.4.12.TL.2		
9.3.12.BM-MGT.2	9.4.12.TL.3		**Writing**
9.3.12.BM-MGT.7			NJSLSA.W1
9.3.12.BM-MGT.8			NJSLSA.W2
9.3.MK.2			NJSLSA.W3
9.3.MK.9			NJSLSA.W7
9.3.MK-COM.3			NJSLSA.W8
9.3.MK-MGT.4			NJSLSA.W9
9.3.MK-MGT.7			
9.3.MK-RES.1			
9.3.MK-RES.2			
9.3.MK-RES.3			

Indicators:

Students will evaluate the purpose and examine the value of market research including primary and secondary research.

Students will organize the various methods of conducting and validating market research to design the framework for their research.

Students will draw conclusions based on the data analysis of their market research for a new venture for a product or service.

Students will form a customer profile for their potential target market based on their market research.

Understandings:

Students will understand that…

Reasons why research and the examination of resources is necessary to the success of an entrepreneurial venture.

Analyzing the needs of consumers to identify the potential target market.

How market segmentation can help an entrepreneur analyze a target market.

The type of customer data that may be analyzed in developing a customer profile.

Technology plays a role in market research.

The six-step involved in market research and how they are used to make decisions.

Business plans develop over time and change as new research is found.

The importance of knowing and understanding the competition.

Strategies for maintaining customer loyalty through CRM and social media.

Essential Questions:

How do entrepreneurs collect data for their business?
Why do entrepreneurs need to define their target market and how can they do so?
What questions should the entrepreneur ask when identifying their target market?
Why is market research important to an entrepreneur?
How do entrepreneurs use the collected data to make business decisions?
What businesses compete with mine?
How can entrepreneurs better understand their competition?

Assessment Evidence

Performance Tasks:

Compare and contrast primary and secondary data and their functions.
Conduct market research by gathering information from both primary and secondary resources.
Design survey questions and conduct primary market research.
Identify a target market by understanding customers' profile through market research.
List the six cyclical steps of ongoing research.
Explain how to gather competitive intelligence on other businesses.
List potential differentiators that can act as a competitive advantage.
Prepare a competitive analysis to understand your direct and indirect competition.

Other Evidence:

- Teacher observations
- Informal checks for understanding
- Class discussions
- Collaboration with others
- Group work
- Classwork
- Case Studies
- Teacher-created tests and quizzes
- Teacher-created multimedia projects

Benchmarks:

Unit 3 Market Research Portfolio

Application of Market Research and Competitive Advantage to the ongoing Business Plan.

Learning Plan

Learning Activities:

Research the Potential Market (11 days)
Hershey's Market Research.
Compare and contrast primary and secondary data and their functions.
Conduct market research by gathering information from both primary and secondary resources.
Create market research with the six-step format.
Design market research survey questions that address the four areas of market segmentation.
Analyze market research results identify the target market for the new venture.
Create a customer profile.
Test the rapid prototype.

Establish a Competitive Advantage (5 days)
Perform a SWOT analysis for comparison with the competition.
Gather competitive intelligence through primary and secondary research.
Identify potential differentiators for their business.
Use a competitive matrix to determine a competitive advantage for their business.
Calculate market share for domestic and international trade.

Resources:
More Resources can be found in Business Schoology Group
Idea Challenge Competition
DECA Role Plays

Video Resources:
Various YouTube video clips

Internet Resources:
Census Report: https://www.census.gov/data/academy.html
Small Business Administration: https://www.sba.gov/
Score: https://www.score.org/
FedStats: https://www.usa.gov/statistics
National Federation of Independent Business: https://www.nfib.com/business-resources
Production and Sales Statistics: https://www.bea.gov/data/consumer-spending/main
SBA Competitive Analysis: https://www.sba.gov/business-guide/plan-your-business/market-research-competitive-analysis
Survey Monkey: https://www.surveymonkey.com/
YE Academy: https://yeacademy.org/lessons/

Unit Learning Goal and Scale
(Level 2.0 reflects a minimal level of proficiency)

Standard(s): 9.3.12.MK-MGT.4: Access, evaluate and disseminate information to aid in making marketing management decisions.	
4.0	**Students will be able to:** • Propose a new venture based on the market research results and the potential for success against the competition.
3.0	**Students will be able to:** • Calculate the market research results into a usable document.
2.0	**Students will be able to:** • Explain how they were able to acquire market research information.
1.0	**With help, partial success at level 2.0 content and level 3.0 content:**

0.0	Even with help, no success

Standard(s):
9.3.MK-RES.2: Design and conduct research activities to facilitate marketing business decisions.

4.0	Students will be able to: • Design market research close-ended questions that address potential customer preferences and conduct it with a greater variety of participants in and out of the high school setting.
3.0	Students will be able to: • Design market research close-ended questions in market segment categories in a high school setting.
2.0	Students will be able to: • Write market research questions and conduct surveys in the high school setting.
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Standard(s):
9.3.MK.2 Implement marketing research to obtain and evaluate information for the creation of a marketing plan.

4.0	Students will be able to: • **Perform primary and secondary market research and analyze data. Evaluate the data results that provides the foundation for the future marketing plan.**
3.0	Students will be able to: • **Perform primary and secondary market research and analyze data.**
2.0	Students will be able to: • **Perform primary and secondary market research.**
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Unit Modifications for Special Population Students	
Advanced Learners	• Research various types of GDP calculations and controversies associated with them. • Conduct research to compare, and contrast the basic economic systems through debate, modeling, and/or presentations. • Provide ample opportunities for creative behavior. • Create assignments that call for original work, independent learning, critical thinking, problem solving, and experimentation. • Collaborating in groups use technology to research an entrepreneur from the past and one with future potential identifying challenges and successes. • Show appreciation for creative efforts. • Respect unusual questions, ideas, and solutions. • Encourage students to test their ideas. • Provide opportunities and give credit for self-initiated learning. • Avoid overly detailed supervision and too much reliance on prescribed curricula. • Allow time for reflection. *Example of Modification: Teacher will provide Advanced Learner with choice assignments that encourage original work. For example, allowing students to create their own research and complete complex data analysis.*
Struggling Learners	• Facilitate access to review materials and remediation activities through OneNote content library and through online textbook content. • Assist students in getting organized.

	- Give short directions. - Use drill exercises. - Give prompt cues during student performance. - Let students with poor writing skills use a computer. - Break assignments into small segments and assign only one segment at a time. - Demonstrate skills and have students model them. - Give prompt feedback. - Use continuous assessment to mark students' daily progress. - Prepare materials at varying levels of ability. *Example of Modification: Students will be provided examples of market research questions to organize and form their own survey questionnaire.*
English Language Learners	- Coordinate with English Language Learner advisor to modify activities where appropriate: http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf - Use a slow, but natural rate of speech; speak clearly; use shorter sentences; repeat concepts in several ways. - When possible, use pictures, photos, and charts. - Corrections should be limited and appropriate. Do not correct grammar or usage errors in front of the class. - Give honest praise and positive feedback through your voice tones and visual articulation whenever possible. - Encourage students to use language to communicate, allowing them to use their native language to ask/answer questions when they are unable to do so in English. - Integrate students' cultural background into class discussions. - Use cooperative learning where students have opportunities to practice expressing ideas without risking language errors in front of the entire class
Learners with an IEP	Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include: - Variation of time: adapting the time allotted for learning, task completion, or testing - Variation of input: adapting the way instruction is delivered - Variation of output: adapting how a student can respond to instruction - Variation of size: adapting the number of items the student is expected to complete - Modifying the content, process or product Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here. Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org
Learners with a 504	Refer to page four in the Parent and Educator Guide to Section 504 to assist in the development of appropriate plans.

Interdisciplinary Connections

Indicators:
ELA/Literacy-
NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Integration of 21st Century Skills

Indicators:
Within the context of key knowledge instruction, students must also learn the essential skills for success in today's world, such as critical thinking, problem solving, communication and collaboration. Standards are taken from:
http://www.p21.org/storage/documents/docs/P21_Framework_Definitions_New_Logo_2015.pdf

The curriculum includes not only a focus on mastery of key subjects, but also promote understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into key subjects:

Themes:
Global Awareness
Civic Literacy
Environmental Literacy
Information, Media, and Technology

Skills:
Think Creatively
Work Creatively with Others
Implement Innovations
Critical Thinking and Problem Solving
Communication and Collaboration
Information, Media and Technology Skills

Unit Description:

Understand the concepts, processes, and systems needed to determine and satisfy customer needs, wants and expectations. Develop a marketing strategy, propose the marketing mix and develop a marketing plan to execute the strategy to meet the business model's goals and objectives.

Unit Duration: 5-6 weeks

Desired Results

Standard(s):

		English Language Arts Standards
9.1.12.EG.5	9.4.12.CI.1	**Reading**
9.2.12.CAP.6	9.4.12.CI.3	NJSLSA.R1
9.2.12.CAP.21	9.4.12.CT.1	NJSLSA.R2
9.2.12.CAP.22	9.4.12.CT.2	NJSLSA.R3
9.3.12.BM.1	9.4.12.CT.4	NJSLSA.R7
9.3.12.BM.2	9.4.12.DC.1	NJSLSA.R8
9.3.12.BM.3	9.4.12.DC.2	NJSLSA.R9
9.3.12.BM-BIM.3	9.4.12.GCA.1	
9.3.12.BM-MGT.2	9.4.12.IML.1	**Reading Informational Text**
9.3.12.BM-MGT.3	9.4.12.IML.2	RI.11-12.1
9.3.12.BM-MGT.5	9.4.12.IML.3	RI.11-12.2
9.3.12.BM-ADM.2	9.4.12.IML.8	RI.11-12.8
9.3.12.BM-BIM.3	9.4.12.IML.9	RI.11-12.9
9.3.12.BM-BIM.5	9.4.12.TL.1	
9.3.12.BM-MGT.2	9.4.12.TL.2	**Writing**
9.3.12.BM-MGT.7	9.4.12.TL.3	NJSLSA.W1
9.3.12.BM-MGT.8		NJSLSA.W2
9.3.MK.4		NJSLSA.W3
9.3.MK.6		NJSLSA.W7
9.3.MK.7		NJSLSA.W8
9.3.MK.8		NJSLSA.W9
9.3.MK.9		
9.3.MK.10		
9.3.MK-COM.1		
9.3.MK-COM.2		
9.3.MK-COM.4		
9.3.MK-COM.5		
9.3.MK-MGT.3		
9.3.MK-MGT.4		
9.3.MK-MGT.5		
9.3.MK-MGT.6		
9.3.MK-MGT.7		

Indicators:

Students will identify their Target Market.

Students will deliver value to their customers segment through the development of their Marketing Strategy.

Students will communicate the value to their customers through the Marketing Mix.

Students will develop a Marketing Plan to achieve the Business Plan objectives.

Understandings:
Students will understand that…

How to identify ways that a target market can be separated into market segments.

Function of marketing and the goals of a marketing plan.

A marketing strategy helps entrepreneurs focus on how they will accomplish the marketing goals related to the product, price, distribution, and promotion.

Marketing strategies communicate value propositions to customers.

What information is included in the marketing plan.

The relationship between the marketing concept and the marketing mix.

A new business can compete against similar well-established businesses in a community.

The various pricing strategies and which are most important to a new business.

Describe the basic methods of channels of distribution.

The factors to consider in the progression of goods through the distribution channels.

Define publicity and describe ways to use publicity as a promotional tool.

The relationship between the target market and the selection of advertising media.

Evaluate the different methods of advertising in the selection process based on cost-effectiveness for their business model.

The importance of personal selling and understanding customer's needs.

Effective sales techniques for communication a business's value proposition to customers.

The purpose and structure of an effective business pitch.

Evaluate the effectiveness of promotional campaigns and the elements of the promotional cycle.

The value of maintaining customer relationships.

Essential Questions:

Who are my most important customer(s)?
Why do entrepreneurs need to develop a marketing strategy?
Why is goal setting important when developing a marketing strategy?
What type of decisions will entrepreneurs have to make about their products?
What value do customers see in my business?
How does the marketing concept affect decisions made about the product mix?
What should entrepreneurs consider when pricing their products?
Why is it important to determine pricing objectives before pricing goods and services?
How do products get from the manufacturer to the final consumer?
What role does promotion play in the success of a business?
What do salespeople need to know about their customers and products to close a sale?

Assessment Evidence

F

Other Evidence:

- Teacher observations
- Informal checks for understanding
- Class discussions
- Collaboration with others
- Group work
- Classwork
- Case Studies
- Teacher-created tests and quizzes
- Teacher-created multimedia projects

Benchmarks:

Unit 4 Portfolio

Application of the Marketing Strategy, Marketing Plan, and Marketing Mix to the ongoing Business Plan.

Learning Plan

Learning Activities:

Marketing Strategy (4 days)
Develop SMART Goals that include 2-3 for each category type of short-, medium- and long-term goals.
Develop brand positioning for the new product venture, including logos, symbols, product labeling and packaging.

Marketing Mix (16 days)
Develop the product mix for new venture and the features of each product.
Develop the product positioning strategy.
Categorize the appropriate pricing strategy for different marketing goals and price objectives.
Develop the pricing strategy for the new product venture.
Calculate the breakeven point based on price and costs.
Compare and contrast different distribution channels, select the most appropriate place strategy for their new product.
Compare promotional campaigns.
Develop an effective promotional mix strategy for the new product.
Identify current trends in social media and select the most effective campaigns.
Compare and evaluate press release examples.
Write a press release.
Develop selling strategies and company policies to ensure good customer relations.
Create a feature-benefit chart for the new venture product.
Determine the channel of distribution for the new venture product(s).

Marketing Plan (3 days)
Formulate the marketing plan based on components of the marketing mix.
Case Study

Resources:

More Resources can be found in Business Schoology Group
DECA Role Play
Idea Challenge

Video Resources:
Various YouTube video clips
Shark Tank

Internet Resources:
Small Business Administration: https://www.sba.gov/
Score: https://www.score.org/
YE Academy: https://yeacademy.org/lessons/
Kauffman Foundation: https://www.kauffman.org
Brand Positioning Statement
Press Release
18 Best Ad Campaigns

	Unit Learning Goal and Scale *(Level 2.0 reflects a minimal level of proficiency)*

Standard(s): **9.3.MK.7 Determine and adjust prices to maximize return while maintaining customer perception of value.**	
4.0	**Students will be able to:** • Develop a flexible pricing strategy that reflects the ever-changing business environment and consumer preferences while achieving desired marketing strategy and marketing goals.
3.0	**Students will be able to:** • Develop a pricing strategy to achieve desired marketing strategy and marketing goals while creating value for the customer.
2.0	**Students will be able to:** • Calculate breakeven point and set prices.
1.0	**With help, partial success at level 2.0 content and level 3.0 content:**
0.0	**Even with help, no success**

Standard(s): **9.3.MK.9 Communicate information about products, services, images and/or ideas to achieve a desired outcome.**	
4.0	**Students will be able to:** • Develop a promotional campaign about the new product that effectively reaches the identified primary and secondary target market.
3.0	**Students will be able to:** • Select an effective method(s) of communication to promote a new product to achieve desired results.
2.0	**Students will be able to:** • Write a press release introducing the new business venture.
1.0	**With help, partial success at level 2.0 content and level 3.0 content:**
0.0	**Even with help, no success**

Standard(s): **9.3.MK.10 Use marketing strategies and processes to determine and meet client needs and wants.**	
4.0	**Students will be able to:** • Develop and revise a product line for a new venture that meets the customers' needs and wants and creates a competitive advantage for the business .
3.0	**Students will be able to:** • Develops a product line for customers' needs but the product is not unique nor creates a competitive advantage for the new business.
2.0	**Students will be able to:** • Explain the products that potentially customers want.
1.0	**With help, partial success at level 2.0 content and level 3.0 content:**
0.0	**Even with help, no success**

Standard(s): **9.3.MK-MGT.3 Plan, manage and organize to meet the requirements of the marketing plan.**	
4.0	**Students will be able to:** • Construct a marketing plan and plan, manage, and organize the marketing mix that achieves marketing strategy goals and objectives and creates value for the customer.
3.0	**Students will be able to:**

	• Identify the elements of the marketing plan and plan, manage, and organize the marketing mix**.**
2.0	**Students will be able to:** • Identify the elements of the marketing plan as the marketing mix.
1.0	**With help, partial success at level 2.0 content and level 3.0 content:**
0.0	**Even with help, no success**

Unit Modifications for Special Population Students	
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	• Encourage students to use language to communicate, allowing them to use their native language to ask/answer questions when they are unable to do so in English. • Integrate students' cultural background into class discussions. • Use cooperative learning where students have opportunities to practice expressing ideas without risking language errors in front of the entire class
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RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

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Civic Literacy
Environmental Literacy
Information, Media, and Technology

Skills:
Think Creatively
Work Creatively with Others
Implement Innovations
Critical Thinking and Problem Solving
Communication and Collaboration
Information, Media and Technology Skills

Unit Description:

Students will be exposed to an overview of management and its four functions. Students will learn that an entrepreneur makes operational decisions about the daily activities of a business. To manage successfully and excel in leadership situations, the business owner must establish a management style and draw on specific set of skills. The students will learn different areas of management. Students will learn all aspects of purchasing and inventory management and how it relates to profits. Students discuss the day-to-day operations of the business, risk management, production and human resource management. Apply the Business Operations to the ongoing Business Plan.

Unit Duration: 7-8 weeks

Desired Results	

Standard(s):

	English Language Arts Standards
9.1.12.EG.5	**Reading**
9.1.12.RM.1	NJSLSA.R1
9.2.12.CAP.6	NJSLSA.R2
9.2.12.CAP.21	NJSLSA.R3
9.2.12.CAP.22	NJSLSA.R7
9.3.12.BM-ADM.1	NJSLSA.R8
9.3.12.BM-ADM.2	NJSLSA.R9
9.3.12.BM-ADM.3	
9.3.12.BM-BIM.1	**Reading Informational Text**
9.3.12.BM-MGT.1	RI.11-12.1
9.3.12.BM-MGT.2	RI.11-12.2
9.3.12.BM-MGT.3	RI.11-12.8
9.3.12.BM-OP.1	RI.11-12.9
9.3.12.BM-OP.2	
9.3.12.BM-OP.3	**Writing**
9.3.12.BM-OP.4	NJSLSA.W1
9.3.MK.9	NJSLSA.W2
9.3.12.BM.2	NJSLSA.W3
9.3.12.BM.6	NJSLSA.W7
9.4.12.CI.1	NJSLSA.W8
9.4.12.CI.2	NJSLSA.W9
9.4.12.CI.3	
9.4.12.CT.1	
9.3.MK-COM.3	
9.4.12.GCA.1	
9.4.12.IML.1	
9.4.12.TL.1	
9.4.12.TL.2	
9.4.12.TL.3	

Indicators:

Students will research and select a risk management strategy.

Students will formulate policies for business operations.

Students will develop leadership and management style.

Students will compare inventory and select an inventory method for their business.

Understandings:

Students will understand that…

There are internal resources needed to run a business.

Importance of having intellectual property protected by law.

The need to plan for operating activities to see what policies and activities should be implemented.

Business owners can identify and deal with risks.

Different types of theft and security precautions to take to protect your business.

Differentiate between a pure risk and a speculative risk.

A manager performs four major functions.

The organizational structure is a system that divides work, authority, and responsibility within a company.

Different types of management styles and skills.

Identify the laws that impact business operations.

Methods for tracking inventory

Production management through scheduling and quality control.

Ways to organize business staff.

Way to maximize employee performance

Essential Questions:

What assets are required to make the business work?

What do I need to do to operate my business on a daily basis?

How can you determine your hiring needs?

What types of risk do businesses face, and how can they deal with those risks?

What is an insurable risk, and what types of insurance protect against those risks?

What should be done to prepare and plan to manage a successful business?

What regulations do I need to follow when operating my business?

How can inventory be most effectively managed?

How can staff issues be prevented?

What motivated an employee?

Assessment Evidence

Performance Tasks:

Describe the resources you will need to run your business.

Form a plan to protect any intellectual resources.

Identify human resources needed to help run the business.

Explain how to determine staffing needs for a business.

Describe options for recruiting employees or outsourcing.

List and describe the steps in the hiring process.

Identify key operating activities performed by existing businesses.

Classify the different business risks.

Determine the different types of insurance needed for the business.

List the steps to take to minimize employee theft.

List examples of internal and customer-facing policies in place for business operations.

Self-analyze management skills identify weaknesses and strengths.

Identify the four main management functions.

Compare and contrast the different types of organizational structures.

Describe the role of government regulations and how they impact business operations.

Describe approaches for planning and managing an inventory control system.

Create production scheduling charts and diagrams.

Differentiate between the periodic and perpetual inventory methods.

Other Evidence:

- Teacher observations
- Informal checks for understanding
- Class discussions
- Collaboration with others
- Group work
- Classwork
- Case Studies
- Teacher-created tests and quizzes
- Teacher-created multimedia projects

Benchmarks:

Unit 5 Portfolio

Application of operating policies in the Business Plan

Learning Plan

Learning Activities:

Management Function (10 days)
Identify and practice ways to motivate employees.
Complete a self-assessment on personal leadership style.
Describe the 5 functions of management.
Develop the 5 types of policies that should be included in an operations manual.
Create an organizational chart.

Human Resources Management (12 days)
Determine the staffing needs for a business and write a job description.
Create a poster for one law and regulation protecting employees.
Write a classified advertisement for a job position.
Create a compensation package that outlines wages or salary and any non-salary benefits.
Practice a mock interview.

Business Operation Activities (4 days)
Prepare a purchasing plan for inventory.
Establish everyday operation policies.

Risk Management (4 days)
Categorize the different types of risk and develop precautionary plans.
Determine the different types of insurance the business will need.

Resources:
More Resources can be found in Business Schoology Group
DECA Role Play

Video Resources:
Various YouTube video clips
Shark Tank

Internet Resources:
Small Business Administration: https://www.sba.gov/
Score: https://www.score.org/
YE Academy: https://yeacademy.org/lessons/
Kauffman Foundation: https://www.kauffman.org

Unit Learning Goal and Scale
(Level 2.0 reflects a minimal level of proficiency)

Standard(s):
9.3.12.BM.2 Describe laws, rules and regulations as they apply to effective business operations.

4.0	**Students will be able to:** • Apply laws and regulations protecting employees to a comprehensive employee manual for the new business.
3.0	**Students will be able to:** • Apply a law and regulation protecting employees to hiring policy for the new business.
2.0	**Students will be able to:** • Identify laws and regulation protecting employees.
1.0	**With help, partial success at level 2.0 content and level 3.0 content:**
0.0	**Even with help, no success**

Standard(s):
9.3.12.BM.6 Implement, monitor and evaluate business processes to ensure efficiency and quality results.

4.0	**Students will be able to:** • Prepare a purchasing plan for inventory control that is cost effective and efficient that reduces costs and prevents out of stocks.
3.0	**Students will be able to:** • Prepare a purchasing plan for inventory control levels and cost efficiency.
2.0	**Students will be able to:** • Prepare a purchasing plan for inventory control.
1.0	**With help, partial success at level 2.0 content and level 3.0 content:**
0.0	**Even with help, no success**

Unit Modifications for Special Population Students	
Advanced Learners	• Research various types of GDP calculations and controversies associated with them. • Conduct research to compare, and contrast the basic economic systems through debate, modeling, and/or presentations. • Provide ample opportunities for creative behavior. • Create assignments that call for original work, independent learning, critical thinking, problem solving, and experimentation. • Collaborating in groups use technology to research an entrepreneur from the past and one with future potential identifying challenges and successes. • Show appreciation for creative efforts. • Respect unusual questions, ideas, and solutions. • Encourage students to test their ideas. • Provide opportunities and give credit for self-initiated learning. • Avoid overly detailed supervision and too much reliance on prescribed curricula. • Allow time for reflection. *Example of Modification: Teacher will provide Advanced Learner with choice assignments that encourage original work. For example, allowing students to create their own startup.*

Struggling Learners	- Facilitate access to review materials and remediation activities through OneNote content library and through online textbook content. - Assist students in getting organized. - Give short directions. - Use drill exercises. - Give prompt cues during student performance. - Let students with poor writing skills use a computer. - Break assignments into small segments and assign only one segment at a time. - Demonstrate skills and have students model them. - Give prompt feedback. - Use continuous assessment to mark students' daily progress. - Prepare materials at varying levels of ability. *Example of Modification: Students will be provided examples of business plans to create their own startup.*
English Language Learners	- Coordinate with English Language Learner advisor to modify activities where appropriate: http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf - Use a slow, but natural rate of speech; speak clearly; use shorter sentences; repeat concepts in several ways. - When possible, use pictures, photos, and charts. - Corrections should be limited and appropriate. Do not correct grammar or usage errors in front of the class. - Give honest praise and positive feedback through your voice tones and visual articulation whenever possible. - Encourage students to use language to communicate, allowing them to use their native language to ask/answer questions when they are unable to do so in English. - Integrate students' cultural background into class discussions. - Use cooperative learning where students have opportunities to practice expressing ideas without risking language errors in front of the entire class
Learners with an IEP	Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include: - Variation of time: adapting the time allotted for learning, task completion, or testing - Variation of input: adapting the way instruction is delivered - Variation of output: adapting how a student can respond to instruction - Variation of size: adapting the number of items the student is expected to complete - Modifying the content, process or product Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here. Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org

| **Learners with a 504** | Refer to page four in the [Parent and Educator Guide to Section 504](#) to assist in the development of appropriate plans. |

Interdisciplinary Connections

Indicators:
ELA/Literacy-
NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Integration of 21st Century Skills

Indicators:
Within the context of key knowledge instruction, students must also learn the essential skills for success in today's world, such as critical thinking, problem solving, communication and collaboration. Standards are taken from:
http://www.p21.org/storage/documents/docs/P21_Framework_Definitions_New_Logo_2015.pdf

The curriculum includes not only a focus on mastery of key subjects, but also promote understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into key subjects:

Themes:
Global Awareness

Civic Literacy
Environmental Literacy
Information, Media, and Technology

Skills:
Think Creatively
Work Creatively with Others
Implement Innovations
Critical Thinking and Problem Solving
Communication and Collaboration
Information, Media and Technology Skills

Unit Description:
Students will learn ways to manage the finances of a business, which is crucial piece of the entrepreneurial experience. Students will learn the importance of financial management and strategies for calculating start-up investment needs and discover the complexity of locating funding as the often most difficult task when starting out. Once the business is up and running, cash flow, assets, profits, expenses, and taxes must be managed carefully. Students will learn various ways to obtain financing for start-up growth. Students will learn basics of financial record keeping and financial statements.

Unit Duration: 4 weeks

Desired Results

Standard(s):

	English Language Arts Standards
9.1.12.EG.5	**Reading**
9.1.12.RM.1	NJSLSA.R1
9.2.12.CAP.6	NJSLSA.R2
9.2.12.CAP.21	NJSLSA.R3
9.2.12.CAP.22	NJSLSA.R7
9.3.12.BM-ADM.1	NJSLSA.R8
9.3.12.BM-ADM.2	NJSLSA.R9
9.3.12.BM-ADM.3	
9.3.12.BM-BIM.1	**Reading Informational Text**
9.3.12.BM-MGT.1	RI.11-12.1
9.3.12.BM-MGT.2	RI.11-12.2
9.3.12.BM-MGT.5	RI.11-12.8
9.3.12.BM-OP.1	RI.11-12.9
9.3.12.BM-OP.2	
9.3.12.BM-OP.3	**Writing**
9.3.12.BM-OP.4	NJSLSA.W1
9.3.MK.9	NJSLSA.W2
9.3.12.BM.1	NJSLSA.W3
9.3.12.BM.2	NJSLSA.W7
9.3.12.BM.5	NJSLSA.W8
9.3.12.BM.6	NJSLSA.W9
9.3.MK-COM.3	
9.3.12.FN.2	
9.3.12.FN.9	
9.3.12.FN.12	
9.3.12.FN-ACT.1	
9.3.12.FN-ACT.3	
9.4.12.CI.1	
9.4.12.CI.2	
9.4.12.CI.3	
9.4.12.CT.1	
9.4.12.GCA.1	
9.4.12.IML.1	

9.4.12.TL.1	
9.4.12.TL.2	
9.4.12.TL.3	

Indicators:

Students will calculate start-up costs.

Students will differentiate the costs of business operation.

Students will forecast revenue streams.

Students will analyze the business financials.

Understandings:

Students will understand that…

There are variable and fix costs operating a business that need to be efficiently managed.

The business needs to know the break-even analysis.

A business needs to forecast sales for a period of time to project the possible revenue stream.

Start-up funding is required, and the entrepreneur must obtain financing to start the business.

Start-up investments consist of two components: start-up expenditures and cash reserves.

Payback is the amount of time it takes for a business to be profitable after paying back the start-up investment.

There are several options for funding that include debt financing and equity financing.

The financial statements that help in decision making are the income statement, cash flow, and balance sheet.

The components and purpose of the income statements and balance sheet.

Budgets and forecasts are used to plan anticipated income and expenditures.

Essential Questions:
What does it cost to make my product or deliver my service?
How can you keep my business as profitable as possible?
How much revenue can you plan on bringing in?
How can you get money to start my business?
How will you know if my business is profitable?

Assessment Evidence

Performance Tasks:

Identify and categorize examples of variable and fixed expenses incurred by businesses.
Describe the relationship between selling price, variable expenses, and contribution margin.
Explain how to structure an Economics of One Unit of Sale (EOU) for various business types.
Perform a break-even analysis to help maximize the profitability of the business.
Describe strategies for managing ongoing expenses.
List potential revenue streams and forecast future sales for the business.
Describe strategies for calculating start-up investment needs.
Calculate return on investment ratio (ROI).
Interpret graphs and charts for the income statement.
Explain the components and function of the balance sheet and an income statement.

Other Evidence:

- Teacher observations
- Informal checks for understanding
- Class discussions
- Collaboration with others
- Group work
- Classwork
- Case Studies
- Teacher-created tests and quizzes
- Teacher-created multimedia projects

Benchmarks:

Unit 6 Portfolio

Application of financial management in the Business Plan.

Learning Plan

Learning Activities:

Finance (9 days)
Estimate start-up costs for the business and prepare a personal financial statement to determine the entrepreneurs net worth.
List all variable and fixed costs.
Determine the selling price so that it is more than the variable expenses for the business unit.
Describe the resources available to entrepreneurs for starting a business.
Calculate projected forecast, revenue stream, and cash flow and create a forecast graph.
Calculate return on investment ratio (ROI)
Calculate Cost of Goods Sold (COGS) Lego activity to make business decision for pricing strategy.

Accounting (7 days)
Identify what kind of bank, payroll, and tax records does a business have to keep?
Identify and explain the components of the balance sheet.
Analyze different balance sheets that evaluate their debt, compare debt to equity, and ensure the business has enough cash flow.
What is the accounting equation and how does it affect the balance sheet?
Make a list of assets and liabilities.
Prepare a pro forma balance sheet and income statement.

Resources:
More Resources can be found in Business Schoology Group
DECA Role Play

Video Resources:
Various YouTube video clips
Shark Tank
Pennies a Day: Micro Financing

Internet Resources:
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YE Academy: https://yeacademy.org/lessons/
Kauffman Foundation: https://www.kauffman.org

Unit Learning Goal and Scale
(Level 2.0 reflects a minimal level of proficiency)

Standard(s):
9.3.12.BM.1 Utilize mathematical concepts, skills and problem solving to obtain necessary information for decision-making in business.

4.0	**Students will be able to:** • Calculate Cost of Goods Sold (COGS) to make business decision for a dynamic pricing strategy that is based on the business environment and product life cycle.
3.0	**Students will be able to:** • Calculate Cost of Goods Sold (COGS) to make business decision for the best pricing strategy.
2.0	**Students will be able to:** • Calculate Cost of Goods Sold but pricing strategy is not realistic or profitable.
1.0	**With help, partial success at level 2.0 content and level 3.0 content:**
0.0	**Even with help, no success**

Standard(s):
9.3.12.BM-MGT.5 Plan, monitor, manage and maintain the use of financial resources to ensure a business's financial wellbeing.

Students will be able to: • Prepare a pro forma balance sheet and income statement, , assess the business's financial health. Develop a strategy how to make improvements for a more effective and efficient business.
Students will be able to: • Prepare a pro forma balance sheet and income statement, assess the business's financial health.
Students will be able to: • Prepare a pro forma balance sheet and income statement.
With help, partial success at level 2.0 content and level 3.0 content:
Even with help, no success

Unit Modifications for Special Population Students	
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RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.

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W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Integration of 21st Century Skills

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Themes:
Global Awareness

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Environmental Literacy
Information, Media, and Technology

Skills:
Think Creatively
Work Creatively with Others
Implement Innovations
Critical Thinking and Problem Solving
Communication and Collaboration
Information, Media and Technology Skills

Unit 7: Growth Strategies

Students will learn the risks that entrepreneurs face and explains how to deal with them constructively. Students will focus on business growth and expansion opportunities, such as forming a franchise. As the global marketplace continues to expand, entrepreneurs can take advantage of even more opportunities. To expand a business successfully an entrepreneur will need to control growth.

Unit Duration: 2 weeks

Desired Results

Standard(s):

	English Language Arts Standards
9.1.12.EG.5	**Reading**
9.2.12.CAP.6	NJSLSA.R1
9.2.12.CAP.21	NJSLSA.R2
9.2.12.CAP.22	NJSLSA.R3
9.3.12.BM.1	NJSLSA.R7
9.3.12.BM.2	NJSLSA.R8
9.3.12.BM-BIM.3	NJSLSA.R9
9.3.12.BM-MGT.1	
9.3.12.BM-MGT.2	**Reading Informational Text**
9.3.12.BM-MGT.3	RI.11-12.1
9.3.12.BM-MGT.8	RI.11-12.2
9.3.MN.1	RI.11-12.8
9.3.MK.1	RI.11-12.9
9.3.MK.9	
9.4.12.CI.1	**Writing**
9.4.12.CI.2	NJSLSA.W1
9.4.12.CI.3	NJSLSA.W2
9.4.12.CT.1	NJSLSA.W3
9.3.MK.8	NJSLSA.W7
9.3.MK-COM.3	NJSLSA.W8
9.4.12.GCA.1	NJSLSA.W9
9.4.12.IML.1	
9.4.12.TL.1	
9.4.12.TL.2	
9.4.12.TL.3	

Indicators:

Students will formulate a growth strategy.

Students will identify and develop opportunities for product expansion.

Students will modify a product for international appeal.

Understandings:

Students will understand that…

To expand successfully the entrepreneur will need to determine when and how to expand.

There are various ways to expand the business, penetrate a new market, expand geographically, diversify with new products, mergers and acquisitions, and franchising.

Businesses must develop new products to maintain a presence in the market.

Business growth comes with challenges.

Why entrepreneurs participate in exporting and importing.

Consider the pros and cons of competing globally.

The government regulates international trade.

Essential Questions:

How would you develop a strategic growth plan?
What are the available options for expansion and growth?
What growth strategies can a business use to expand.
What are the problems and solutions that occur with a growing business?
What should an entrepreneur know and do before expanding globally?
Why must we identify and prepare for business risks?

Assessment Evidence

Performance Tasks:

Determine when a business is ready to expand.
List challenges that come with business growth.
Explain the stages of the product life cycle and development.
List types of growth funding and ways to raise capital.
Select a growth strategy.
Discuss the reasons and methods for participating in the global economy.
Compare the pros and cons to competing globally.
Describe how government can regulate international trade.

Other Evidence:

- Teacher observations
- Informal checks for understanding
- Class discussions
- Collaboration with others
- Group work
- Classwork
- Case Studies
- Teacher-created tests and quizzes
- Teacher-created multimedia projects

Benchmarks:

Unit 7 Portfolio

Application to the Business Plan

Learning Plan

Learning Activities:

Growth Strategies (8 days)
Identify the challenges that come with business growth.
Explain the stages of the product life cycle and development.

List types of growth funding and ways to raise capital.
Select a growth strategy.
Discuss the reasons and methods for participating in the global economy.
Compare the pros and cons to competing globally.
Describe how government can regulate international trade.
Research franchising

Resources:

More Resources can be found in Business Schoology Group
DECA Role Play

Video Resources:
Various YouTube video clips
Shark Tank
The Founder

Internet Resources:
Small Business Administration: https://www.sba.gov/
Score: https://www.score.org/
YE Academy: https://yeacademy.org/lessons/
Kauffman Foundation: https://www.kauffman.org

Unit Learning Goal and Scale
(Level 2.0 reflects a minimal level of proficiency)

Standard(s):	
9.3.12.BM-MGT.8 Create strategic plans used to manage business growth, profit and goals.	

4.0	**Students will be able to:** • Create a strategic plan used to manage their business's growth, profit and goals as applied to their business plan.
3.0	**Students will be able to:** • Create a strategic plan used to manage business's growth, profit and goals.
2.0	**Students will be able to:** • Identify opportunities for business's growth, profit and goals.
1.0	**With help, partial success at level 2.0 content and level 3.0 content:**
0.0	**Even with help, no success**

Standard(s):	
9.3.MK.8 Obtain, develop, maintain and improve a product or service mix in response to market opportunities.	

4.0	**Students will be able to:** • Obtain, develop, maintain and improve a product or service mix in response to market opportunities.
3.0	**Students will be able to:** • Develop and improve a product or service mix in response to market opportunities.
2.0	**Students will be able to:** • Improve a product or service mix in response to market opportunities.
1.0	**With help, partial success at level 2.0 content and level 3.0 content:**
0.0	**Even with help, no success**

Unit Modifications for Special Population Students

Advanced Learners	• Research various types of GDP calculations and controversies associated with them. • Conduct research to compare, and contrast the basic economic systems through debate, modeling, and/or presentations. • Provide ample opportunities for creative behavior. • Create assignments that call for original work, independent learning, critical thinking, problem solving, and experimentation. • Collaborating in groups use technology to research an entrepreneur from the past and one with future potential identifying challenges and successes. • Show appreciation for creative efforts. • Respect unusual questions, ideas, and solutions. • Encourage students to test their ideas. • Provide opportunities and give credit for self-initiated learning. • Avoid overly detailed supervision and too much reliance on prescribed curricula. • Allow time for reflection. *Example of Modification: Teacher will provide Advanced Learner with choice assignments that encourage original work. For example, allowing students to create their own startup.*

Struggling Learners	- Facilitate access to review materials and remediation activities through OneNote content library and through online textbook content. - Assist students in getting organized. - Give short directions. - Use drill exercises. - Give prompt cues during student performance. - Let students with poor writing skills use a computer. - Break assignments into small segments and assign only one segment at a time. - Demonstrate skills and have students model them. - Give prompt feedback. - Use continuous assessment to mark students' daily progress. - Prepare materials at varying levels of ability. *Example of Modification: Students will be provided examples of business plans to create their own startup.*
English Language Learners	- Coordinate with English Language Learner advisor to modify activities where appropriate: http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf - Use a slow, but natural rate of speech; speak clearly; use shorter sentences; repeat concepts in several ways. - When possible, use pictures, photos, and charts. - Corrections should be limited and appropriate. Do not correct grammar or usage errors in front of the class. - Give honest praise and positive feedback through your voice tones and visual articulation whenever possible. - Encourage students to use language to communicate, allowing them to use their native language to ask/answer questions when they are unable to do so in English. - Integrate students' cultural background into class discussions. - Use cooperative learning where students have opportunities to practice expressing ideas without risking language errors in front of the entire class
Learners with an IEP	Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include: - Variation of time: adapting the time allotted for learning, task completion, or testing - Variation of input: adapting the way instruction is delivered - Variation of output: adapting how a student can respond to instruction - Variation of size: adapting the number of items the student is expected to complete - Modifying the content, process or product Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here. Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org

Learners with a 504	Refer to page four in the [Parent and Educator Guide to Section 504](#) to assist in the development of appropriate plans.

Interdisciplinary Connections

Indicators:
ELA/Literacy-
NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Integration of 21st Century Skills

Indicators:
Within the context of key knowledge instruction, students must also learn the essential skills for success in today's world, such as critical thinking, problem solving, communication and collaboration. Standards are taken from:
http://www.p21.org/storage/documents/docs/P21_Framework_Definitions_New_Logo_2015.pdf

The curriculum includes not only a focus on mastery of key subjects, but also promote understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into key subjects:

Themes:
Global Awareness
Civic Literacy
Environmental Literacy
Information, Media, and Technology

Skills:
Think Creatively
Work Creatively with Others
Implement Innovations
Critical Thinking and Problem Solving
Communication and Collaboration
Information, Media and Technology Skills