

**MOORESTOWN TOWNSHIP PUBLIC SCHOOLS
MOORESTOWN, NEW JERSEY**

*Moorestown High School
Arts & Technology: Business*

*Entrepreneurship
Grades – 9-12*

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[Course Description and Fundamental Concepts](#)

This course will introduce students to the skills necessary to become successful entrepreneurs as a business owner or employee. Students will learn what it is like to run one's own business, what is involved in starting a business, and what problem-solving techniques are needed to be successful in business.

- Becoming an Entrepreneur
- Various forms of Entrepreneurship
- Understanding the role entrepreneurs play in various economic structures
- Developing a Business Plan
- Identifying the needs of customers
- Understanding how to market a business
- Various forms of business ownership

[New Jersey Student Learning Standards \(NJSLS\)](#)

Career Readiness, Life Literacies & Key Skills

Standard #	Standard Description
9.1.12.CFR.6	Identify and explain the consequences of breaking federal and/or state employment or financial laws.
9.1.12.CP.1	Summarize how one’s credit history can affect finances, including loan terms, employment, and qualifying for loans.
9.1.12.CP.2	Identify the advantages of maintaining a positive credit history.
9.1.12.CP.3	Summarize factors that affect a positive credit rating, including on-time payments, debt versus available credit, length of open credit, and how often you apply for credit.
9.1.12.CP.6	Explain the effect of debt on a person’s net worth.
9.1.12.CP.7	Summarize factors that affect a particular credit scoring system.
9.1.12.EG.4	Explain the relationship between your personal financial situation and the broader economic and governmental policies.
9.1.12.EG.5	Relate a country’s economic system of production and consumption to building personal wealth, the mindset of social comparison, and achieving societal responsibilities.
9.1.12.EG.6	Analyze the rights and responsibilities of buyers and sellers under consumer protection laws.
9.1.12.PB.2	Prioritize financial decisions by considering alternatives and possible consequences
9.3.12.BM.1	Utilize mathematical concepts, skills and problem solving to obtain necessary information for decision-making in business.
9.3.12.BM.2	Describe laws, rules and regulations as they apply to effective business operations.
9.3.12.BM.3	Explore, develop and apply strategies for ensuring a successful business career.
9.3.12.BM.4	Identify, demonstrate and implement solutions in managing effective business customer relationships.
9.3.12.BM.5	Implement systems, strategies and techniques used to manage information in a business.
9.3.12.BM.6	Implement, monitor and evaluate business processes to ensure efficiency and quality results.

9.3.12.BM-ADM.1	Plan, staff, lead and organize human resources to enhance employee productivity and satisfaction.
9.3.12.BM-ADM.2	Access, evaluate and disseminate information for business decision making.
9.3.12.BM-ADM.3	Plan, monitor and manage day-to-day business activities.
9.3.MK.1	Describe the impact of economics, economics systems and entrepreneurship on marketing.
9.3.MK.2	Implement marketing research to obtain and evaluate information for the creation of a marketing plan.
9.3.MK.3	Plan, monitor, manage and maintain the use of financial resources for marketing activities.
9.3.MK.4	Plan, monitor and manage the day-to-day activities required for continued marketing business operations.
9.3.MK.5	Describe career opportunities and the means to achieve those opportunities in each of the Marketing Career Pathways.
9.3.MK.6	Select, monitor and manage sales and distribution channels.
9.3.MK.7	Determine and adjust prices to maximize return while maintaining customer perception of value.
9.3.MK.8	Obtain, develop, maintain and improve a product or service mix in response to market opportunities.
9.3.MK.9	Communicate information about products, services, images and/or ideas to achieve a desired outcome.
9.3.MK.10	Use marketing strategies and processes to determine and meet client needs and wants.
9.3.MK-RES.1	Plan, organize and manage day-to-day marketing research activities.
9.3.MK-RES.2	Design and conduct research activities to facilitate marketing business decisions.
9.3.MK-RES.3	Use information systems and tools to make marketing research decisions.

English Companion Standards (grades 9-10, grades 11-12)

List grade-level appropriate companion standards for *History, Social Studies, Science and Technical Subjects (CTE/Arts) 6-12*. English Companion Standards are required in these subject/content areas.

Unit Addressed	Standard #	Standard Description
3,4,5	NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

	<i>NJSLSA.R8</i>	<i>Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</i>
3,4	<i>RH.9-10.7</i>	<i>Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.</i>
	<i>RH.9-10.8</i>	<i>Assess the extent to which the reasoning and evidence in a text support the author's claims.</i>
	<i>RH.9-10.9</i>	<i>Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.</i>
	<i>NJSLSA.W4</i>	<i>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</i>
3,7	<i>NJSLSA.W5</i>	<i>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</i>
2,3,5	<i>NJSLSA.W6</i>	<i>Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</i>
3	<i>NJSLSA.W8</i>	<i>Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</i>
3,4,5,6	<i>WHST.9-10.6</i>	<i>Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</i>
3	<i>RH.11-12.7</i>	<i>Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.</i>
	<i>RH.11-12.9</i>	<i>Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</i>

Career Awareness, Exploration, Preparation, and Training (Standard 9.2)

List appropriate units below for which standards will be addressed

By Grade 12		
Unit Addressed	Core Idea	Standard / Description
1,3	There are strategies to improve one's professional value and marketability.	<p>9.2.12.CAP.1: Analyze unemployment rates for workers with different levels of education and how the economic, social, and political conditions of a time period are affected by a recession.</p> <p>9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.</p> <p>9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.</p>
3	Career planning requires purposeful planning based on research, self-knowledge, and informed choices.	<p>9.2.12.CAP.4: Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.</p> <p>9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans.</p> <p>9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.</p> <p>9.2.12.CAP.7: Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.</p> <p>9.2.12.CAP.8: Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.</p> <p>9.2.12.CAP.9: Locate information on working papers, what is required to obtain them, and who must sign them.</p> <p>9.2.12.CAP.10: Identify strategies for reducing overall costs of postsecondary education (e.g., tuition assistance, loans, grants, scholarships, and student loans).</p>

		<i>9.2.12.CAP.11: Demonstrate an understanding of Free Application for Federal Student Aid (FAFSA) requirements to apply for postsecondary education.</i>
1,2	An individual's income and benefit needs and financial plan can change over time.	<i>9.2.12.CAP.12: Explain how compulsory government programs (e.g., Social Security, Medicare) provide insurance against some loss of income and benefits to eligible recipients.</i> <i>9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.</i>
5,6,7	Securing an income involves an understanding of the costs and time in preparing for a career field, interview and negotiation skills, job searches, resume development, prior experience, and vesting and retirement plans.	<i>9.2.12.CAP.14: Analyze and critique various sources of income and available resources (e.g., financial assets, property, and transfer payments) and how they may substitute for earned income.</i>
3	Understanding income involves an analysis of payroll taxes, deductions and earned benefits.	<i>9.2.12.CAP.15: Demonstrate how exemptions, deductions, and deferred income (e.g., retirement or medical) can reduce taxable income.</i> <i>9.2.12.CAP.16: Explain why taxes are withheld from income and the relationship of federal, state, and local taxes (e.g., property, income, excise, and sales) and how the money collected is used by local, county, state, and federal governments.</i> <i>9.2.12.CAP.17: Analyze the impact of the collective bargaining process on benefits, income, and fair labor practice.</i> <i>9.2.12.CAP.18: Differentiate between taxable and nontaxable income from various forms of employment (e.g., cash business, tips, tax filing and withholding).</i> <i>9.2.12.CAP.19: Explain the purpose of payroll deductions and why fees for various benefits (e.g., medical benefits) are taken out of pay, including the cost of employee benefits to employers and self-employment income.</i> <i>9.2.12.CAP.20: Analyze a Federal and State Income Tax Return.</i>

4,5	There are ways to assess a business's feasibility and risk and to align it with an individual's financial goals.	<p>9.2.12.CAP.21: Explain low-cost and low-risk ways to start a business.</p> <p>9.2.12.CAP.22: Compare risk and reward potential and use the comparison to decide whether starting a business is feasible.</p> <p>9.2.12.CAP.23: Identify different ways to obtain capital for starting a business</p>
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Life Literacies and Key Skills ([Standard 9.4](#))

List appropriate units below for which standards will be addressed

By Grade 12		
Unit Addressed	Core Idea	Standard / Description
3,4,5	<p>Creativity and Innovation: With a growth mindset, failure is an important part of success.</p>	<p>9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).</p>
3,4	<p>Creativity and Innovation: Innovative ideas or innovation can lead to career opportunities.</p>	<p>9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).</p> <p>9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).</p>
2,5,7	<p>Critical Thinking and Problem-solving: Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.</p>	<p>9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).</p> <p>9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).</p> <p>9.4.12.CT.3: 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.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.</p>

	<p>Digital Citizenship: Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another’s original works without permission or appropriate credit.</p>	<p><i>9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).</i></p> <p><i>9.4.12.DC.2: Compare and contrast international differences in copyright laws and ethics</i></p>
	<p>Digital Citizenship: Laws govern many aspects of computing, such as privacy, data, property, information, and identity. These laws can have beneficial and harmful effects, such as expediting or delaying advancements in computing and protecting or infringing upon people’s rights.</p>	<p><i>9.4.12.DC.3: Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).</i></p> <p><i>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 (e.g., 8.1.12.NI.3).</i></p> <p><i>9.4.12.DC.5: Debate laws and regulations that impact the development and use of software.</i></p>
	<p>Digital Citizenship: Cultivating online reputations for employers and academia requires separating private and professional digital identities.</p>	<p><i>9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.</i></p>
	<p>Digital Citizenship: Digital communities influence many aspects of society, especially the workforce. The increased connectivity between people in different cultures and different career fields have changed the nature, content, and responsibilities of many careers.</p>	<p><i>9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).</i></p>
	<p>Digital Citizenship: Network connectivity and computing capability extended to objects, sensors and everyday items not normally considered computers allows these devices to generate, exchange, and consume data with minimal human intervention. Technologies such as Artificial Intelligence (AI) and blockchain can help minimize the effect of climate change.</p>	<p><i>9.4.12.DC.8: Explain how increased network connectivity and computing capabilities of everyday objects allow for innovative technological approaches to climate protection.</i></p>

	<p>Global and Cultural Awareness: Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.</p>	<p>9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).</p>
2,3	<p>Information and Media Literacy: 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 the decision-making.</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 (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).</p>
2,3	<p>Information and Media Literacy: Digital tools such as artificial intelligence, image enhancement and analysis, and sophisticated computer modeling and simulation create new types of information that may have profound effects on society. These new types of information must be evaluated carefully</p>	<p>9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8)</p> <p>9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4).</p>
	<p>Information and Media Literacy: In order for members of our society to participate productively, information needs to be shared accurately and ethically.</p>	<p>9.4.12.IML.5: Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).</p> <p>9.4.12.IML.6: Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLSA.SL5).</p>
	<p>Information and Media Literacy: Accurate information may help in making valuable and ethical choices.</p>	<p>9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLSA.W1, 7.1.AL.PRSNT.4).</p>

	Information and Media Literacy: Media have embedded values and points of view.	<i>9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJLSA.R6, 7.1.AL.IPRET.6). 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).</i>
5,6	Technology Literacy: Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.	<i>9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task (e.g., W.11-12.6). 9.4.12.TL.2: Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.</i>
	Technology Literacy: Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.	<i>9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments. 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 (e.g., 7.1.AL.IPERS.6).</i>

Interdisciplinary Connections ([2020 NJSL](#))

List any other content standards addressed as well as appropriate units. All arts integration connections may be listed within this chart.

Visual & Performing Arts Integration ([Standard 1](#))

List appropriate units below for which standards (1.1 through 1.5) may be addressed

Unit Addressed	Artistic Process	Anchor Standard
1,2,3	Creating	<i>Anchor Standard 1: Generating and conceptualizing ideas. Anchor Standard 2: Organizing and developing ideas. Anchor Standard 3: Refining and completing products.</i>
4,5	Connecting	<i>Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products. Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.</i>

3,7	Performing/ Presenting/ Producing	<p><i>Anchor Standard 4: Selecting, analyzing, and interpreting work.</i></p> <p><i>Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.</i></p> <p><i>Anchor Standard 6: Conveying meaning through art.</i></p>
3,4,5	Responding	<p><i>Anchor Standard 7: Perceiving and analyzing products.</i></p> <p><i>Anchor Standard 8: Applying criteria to evaluate products.</i></p> <p><i>Anchor Standard 9: Interpreting intent and meaning.</i></p>

Pacing Guide (All Dates are approximate based on the school calendar)

Unit/ Topic	Month (w/Approx number of Teaching Days)
Introduction Should You Become an Entrepreneur Entrepreneurship in a Market Economy Current Events	September (~19 days)
Entrepreneurs in a Market Economy Develop a Business Plan Current Events	October (~19 days)
Develop a Business Plan Identify and Meet a Market Need Market Your Business Current Events	November (~16 days)
Market your Business Distribution, Promotion, and Selling Select a Type of Ownership Current Events	December (~15 days)
Select a Type of Ownership Locate and Set Up Your Business Current Events	January (~18 days)
Introduction Should You Become an Entrepreneur Entrepreneurship in a Market Economy Current Events	February (~18 days)
Entrepreneurs in a Market Economy Develop a Business Plan Current Events	March (~15-20 days)
Develop a Business Plan Identify and Meet a Market Need Market Your Business Current Events	April (~15-20 days)
Market your Business Distribution, Promotion, and Selling Select a Type of Ownership Current Events	May (~18 days)
Select a Type of Ownership Locate and Set Up Your Business Current Events	June (~15 days)

[Units Scope and Sequence](#)

Unit Name: Should You Become an Entrepreneur

Learning Goals: What do I want my students to learn?

Standards

[NJSLS](#) - 9.3.12.BM.3, 9.3.12.BM.3

NJSLS English Companion Standards- see NJSLS chart

NJSLS - Career Awareness, Exploration, Preparation, and Training- see NJSLS chart

NJSLS - Life Literacies and Key Skills- see NJSLS chart

NJSLS - Interdisciplinary Standards- see NJSLS chart

Fundamental Concepts / Big Ideas

- What is entrepreneurship? Is entrepreneurship a feasible career options? What impact do entrepreneurs have on our national economy?

Learning Objectives

Students will be able to...

- Define entrepreneurship.
- Analyze the role entrepreneurs play in the U.S. economy.
- Discuss the reasons that businesses succeed or fail.
- Identify the characteristics of successful entrepreneurs.
- Identify the characteristics of good team members.
- Assess whether you have what it takes to succeed in your own business.
- Identify sources for new business ideas.
- Recognize different business opportunities.
- Identify your own personal goals.
- List the six steps of the problem-solving model.
- Describe ways to improve your problem-solving skills.

Units

Unit Name: Entrepreneurs in a Market Economy

Learning Goals: What do I want my students to learn?

Standards

[NJSLS](#) - 9.3.12.BM.3,9.3.MK.1, 9.3.MK.2, 9.3.MK.3, 9.3.MK.4, 9.3.MK.5, 9.3.MK.6, 9.3.MK.7, 9.3.MK.8, 9.3.MK.9, 9.3.MK.10

NJSLS English Companion Standards- see NJSLS chart

NJSLS - Career Awareness, Exploration, Preparation, and Training- see NJSLS chart

NJSLS - Life Literacies and Key Skills- see NJSLS chart

NJSLS - Interdisciplinary Standards- see NJSLS chart

Fundamental Concepts / Big Ideas

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- Assess whether you have what it takes to succeed in your own business.
- Identify sources for new business ideas.
- Recognize different business opportunities.
- Identify your own personal goals.
- List the six steps of the problem-solving model.
- Describe ways to improve your problem-solving skills

Units

Unit Name: Develop a Business Plan

Learning Goals: What do I want my students to learn?

Standards

[NJSLS](#) - 9.3.12.BM.1, 9.3.12.BM.2, 9.3.12.BM.3, 9.3.12.BM.4, 9.3.12.BM.5, 9.3.12.BM.6, 9.3.12.BM-ADM.1, 9.3.12.BM-ADM.2, 9.3.12.BM-ADM.3

NJSLS English Companion Standards- see NJSLS chart

NJSLS - Career Awareness, Exploration, Preparation, and Training- see NJSLS chart

NJSLS - Life Literacies and Key Skills- see NJSLS chart

NJSLS - Interdisciplinary Standards- see NJSLS chart

Fundamental Concepts / Big Ideas

- Why are business plans an important business tool? What are the components of a business plan? How do you compose an effective business plan?

Learning Objectives

Students will be able to...

- Students will be able to...
- Explain the purpose of writing a good business plan.
- Describe the importance of a business plan.
- List and describe the basic elements of a business plan.
- Analyze how to construct a business plan.
- Describe resources available for researching your business plan.
- Discuss common mistakes to avoid in business planning.

Units

Unit Name: Identify and Meet a Market Need

Learning Goals: What do I want my students to learn?

Standards

[NJSLS](#) - 9.3.12.BM.3,9.3.MK.1, 9.3.MK.2, 9.3.MK.3, 9.3.MK.4, 9.3.MK.5, 9.3.MK.6, 9.3.MK.7, 9.3.MK.8, 9.3.MK.9, 9.3.MK.10, 9.3.MK-RES.1, 9.3.MK-RES.2, 9.3.MK-RES.3

NJSLS English Companion Standards- see NJSLS chart

NJSLS - Career Awareness, Exploration, Preparation, and Training- see NJSLS chart

NJSLS - Life Literacies and Key Skills- see NJSLS chart

NJSLS - Interdisciplinary Standards- see NJSLS chart

Fundamental Concepts / Big Ideas

- Why does identifying a target market by analyzing the needs of customers and explaining how market segmentation can help an entrepreneur analyze a target market help an entrepreneur in establishing their business? How does completing a competitive analysis help and entrepreneurs current business?

Learning Objectives

Students will be able to...

- Identify a target market by analyzing the needs of customers.
- Explain how market segmentation can help an entrepreneur analyze a target market.
- Explain the role of market research.
- Identify the six steps involved in market research.
- Explain the role technology plays in marketing research.
- Explain the importance of knowing and understanding your competition.
- Prepare a competitive analysis.
- Describe strategies for maintaining customer loyalty.

Units

Unit Name: Market Your Business

Learning Goals: What do I want my students to learn?

Standards

[NJSLS](#) - 9.3.12.BM.3,9.3.MK.1, 9.3.MK.2, 9.3.MK.3, 9.3.MK.4, 9.3.MK.5, 9.3.MK.6, 9.3.MK.7, 9.3.MK.8, 9.3.MK.9, 9.3.MK.10

NJSLS English Companion Standards- see NJSLS chart

NJSLS - Career Awareness, Exploration, Preparation, and Training- see NJSLS chart

NJSLS - Life Literacies and Key Skills- see NJSLS chart

NJSLS - Interdisciplinary Standards- see NJSLS chart

Fundamental Concepts / Big Ideas

- Why does the development and implementation of a marketing plan help an entrepreneur in establishing their business? What impact does the Marketing Mix (Product and Price) have on a marketing plan?

Learning Objectives

Students will be able to...

- Explain the importance of marketing a business.
- Discuss how to develop a marketing strategy for a business.
- Analyze what information is included in a marketing plan.
- Explain how the marketing concept affects decisions regarding the product mix.
- Define and describe the importance of product management.
- Identify and discuss pricing objectives for a business.
- Calculate the price for products using various methods.
- Discuss factors to consider when pricing services.
- List and describe various pricing strategies.

Units

Unit Name: Distribution, Promotion and Selling

Learning Goals: What do I want my students to learn?

Standards

[NJSLS](#) - 9.3.12.BM.1, 9.3.12.BM.2, 9.3.12.BM.3, 9.3.12.BM.4, 9.3.12.BM.5, 9.3.12.BM.6, 9.3.12.BM-ADM.1, 9.3.12.BM-ADM.2, 9.3.12.BM-ADM.3, 9.3.MK.1, 9.3.MK.2, 9.3.MK.3, 9.3.MK.4, 9.3.MK.5, 9.3.MK.6, 9.3.MK.7, 9.3.MK.8, 9.3.MK.9, 9.3.MK.10

NJSLS English Companion Standards- see NJSLS chart

NJSLS - Career Awareness, Exploration, Preparation, and Training- see NJSLS chart

NJSLS - Life Literacies and Key Skills- see NJSLS chart

NJSLS - Interdisciplinary Standards- see NJSLS chart

Fundamental Concepts / Big Ideas

- What impact does the Marketing Mix (Distribution and Promotion) have on a marketing plan? How important is personal selling and promotion to the success of your business?

Learning Objectives

Students will be able to...

- Describe the four basic options of channels of distribution.
- Apply channels of distribution to the specific needs of various types of businesses.
- List factors to consider in the physical distribution of products.
- List the many forms of advertising and discuss advantages and disadvantages of each.
- Define publicity and describe ways to use publicity as a promotional tool.
- Explain the role of selling in a business.
- Determine how to meet customer needs and wants.
- Discuss other types of promotional activities.
- Evaluate the effectiveness of promotional categories

Units

Unit Name: Select a Type of Ownership

Learning Goals: What do I want my students to learn?

Standards

[NJSLS](#) - 9.1.12.CFR.6, 9.1.12.CP.1, 9.1.12.CP.2, 9.1.12.CP.3, 9.1.12.CP.6, 9.1.12.CP.7

NJSLS English Companion Standards- see NJSLS chart

NJSLS - Career Awareness, Exploration, Preparation, and Training- see NJSLS chart

NJSLS - Life Literacies and Key Skills- see NJSLS chart

NJSLS - Interdisciplinary Standards- see NJSLS chart

Fundamental Concepts / Big Ideas

- What type of business ownership is ideal for an entrepreneur? How does an entrepreneur choose a legal form of business ownership? What legal issue may arise when owning your own business?

Learning Objectives

Students will be able to...

- List advantages and disadvantages of purchasing an existing business.
- Describe how to evaluate a franchise opportunity.
- List advantages and disadvantages of a sole proprietorship.
- List advantages and disadvantages of a partnership.
- List advantages and disadvantages of a corporation.
- Recognize how laws promote competition.
- Describe how entrepreneurs protect intellectual property.
- Identify regulations that protect the public and how they affect businesses.
- Describe when and how a business owner should seek legal advice

Units

Unit Name: Locate and Set Up Your Business

Learning Goals: What do I want my students to learn?

Standards

[NJSLS](#) - 9.1.12.PB.2, 9.3.12.BM.1, 9.3.12.BM.2, 9.3.12.BM.3, 9.3.12.BM.4, 9.3.12.BM.5, 9.3.12.BM.6

NJSLS English Companion Standards- see NJSLS chart

NJSLS - Career Awareness, Exploration, Preparation, and Training- see NJSLS chart

NJSLS - Life Literacies and Key Skills- see NJSLS chart

NJSLS - Interdisciplinary Standards- see NJSLS chart

Fundamental Concepts / Big Ideas

- Can the location of your business affect your success? How does an entrepreneur obtain space and design the optimal layout for customers? What processes does an entrepreneur go through to purchase equipment, supplies and inventory for their business?

Learning Objectives

Students will be able to...

- Identify options for locations in a retail business.
- Discuss factors to consider when choosing a location for a non retail business.
- Identify the benefits of locating a business online.
- Describe steps to take in selecting a site.
- Compare purchase and lease options.
- Analyze layout considerations for different types of businesses.
- Explain how to find and choose vendors for business.
- List factors that determine the needed level of inventory.

Please contact the Content Supervisor for any questions.