

Verona Public School District

Curriculum Overview

Introduction to Entrepreneurship



Curriculum Committee Members:

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Curriculum Developed:

Syracuse University - EEE 370
Whitman School of Management
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Board Approval Date:

October 24, 2016
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Verona Public Schools
121 Fairview Ave., Verona, NJ 07044
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Verona Public Schools Mission Statement:

In partnership with a supportive community, we inspire our students to be creative, critical thinkers and compassionate global citizens through dynamic teaching, meaningful curricula, and enriching experiences.

Course Description:

Introduction to Entrepreneurship will introduce the students to the exciting development of entrepreneurship around the globe. The creation of new ventures continues to grow, providing dramatically different career paths to the entrepreneur. In this course, students will assess, explore, critique, and celebrate the phenomenon of why this is happening, who the entrepreneur is and can be, and how new venture creation can be viewed as an ongoing process. Students will examine various entrepreneurial settings, including new business concepts, mature corporations, and ongoing social agencies. Students will be challenged to utilize multiple business and cross-curricular disciplines, including marketing, finance, accounting, psychology, sociology and operations, to best learn the theory and practice of entrepreneurship and to apply its principles and frameworks to real world situations.

Prerequisite(s):

None



Standard 8: Technology Standards	
8.1: Educational Technology: <i>All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</i>	8.2: Technology Education, Engineering, Design, and Computational Thinking - Programming: <i>All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</i>
x A. Technology Operations and Concepts B. Creativity and Innovation C. Communication and Collaboration D. Digital Citizenship E. Research and Information Fluency F. Critical thinking, problem solving, and decision making	A. The Nature of Technology: Creativity and Innovation B. Technology and Society C. Design D. Abilities for a Technological World E. Computational Thinking: Programming

SEL Competencies and Career Readiness, Life Literacies, and Key Skills Practices	
The curricular expectation for the Standard 9: Career Readiness, Life Literacies, and Key Skills standards is <u>infusion</u> and <u>integration</u> throughout the curriculum. These are not intended to be standards for separate, stand alone lessons. The CLKS are to be incorporated into other disciplines and contexts as appropriate.	
Social and Emotional Learning Core Competencies: <i>These competencies are identified as five interrelated sets of cognitive, affective, and behavioral capabilities</i>	Career Readiness, Life Literacies, and Key Skills Practices: <i>Career Readiness, Life Literacies, and Key Skills Practices describe the habits of the mind that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. These practices should be taught and reinforced in all content areas with increasingly higher levels of complexity and expectation as a student advances through a program of study.</i>
Self-awareness: The ability to accurately recognize one’s emotions and thoughts and their influence on behavior. This includes accurately assessing one’s strengths and limitations and possessing a well-grounded sense of confidence and optimism.	x CLKS6 Model integrity, ethical leadership, and effective management. CLKS7 Plan education and career paths aligned to personal goals.
Self-management: The ability to regulate one’s emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.	CLKS2 Attend to financial well-being. x CLKS4 Demonstrate creativity and innovation. x CLKS5 Utilize critical thinking to make sense of problems and persevere in solving them. x CLKS8 Use technology to enhance productivity, increase collaboration, and communicate effectively.
Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.	x CLKS1 Act as a responsible and contributing community member and employee. x CLKS6 Model integrity, ethical leadership, and effective management.
Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.	x CLKS6 Model integrity, ethical leadership, and effective management. x CLKS9 Work productively in teams while using cultural global competence.
Responsible decision making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.	x CLKS3 Consider the environmental, social, and economic impact of decisions. x CLKS5 Utilize critical thinking to make sense of problems and persevere in solving them. x CLKS6 Model integrity, ethical leadership, and effective management.

Course Materials	
Core Instructional Materials: <i>These are the board adopted and approved materials to support the curriculum, instruction, and assessment of this course.</i>	Differentiated Resources: <i>These are teacher and department found materials, and also approved support materials that facilitate differentiation of curriculum, instruction, and assessment of this course.</i>
Entrepreneurship: Successfully Launching New Ventures (4e) © 2012	- Introduction to Entrepreneurship: Course Reader 2011-2012 - Cases + Case Analysis Outline



Unit 1: Introduction to Entrepreneurship		Unit Duration: 2 weeks (10 days)	
STAGE 1: DESIRED RESULTS			
Established Subject Area Goals (NJSLs): 21st Century Themes/Careers Focus Standards 9.1.12.B.1 Prioritize financial decisions by systematically considering alternatives and possible consequences. 9.1.12.A.1 Differentiate among the types of taxes and employee benefits. 9.1.12.A.3 Analyze the relationship between various careers and personal earning goals. 9.1.12.B.3 Construct a plan to accumulate emergency “rainy day” funds. 9.1.12.C.3 Compute and assess the accumulating effect of interest paid over time when using a variety of sources of credit. 9.1.12.D.4 Assess factors that influence financial planning			
Interdisciplinary Companion Standards (NJSLs): - A-CED-A.1 Create equations and inequalities in one variable and use them to solve problems. - N-Q.A.1 Reason quantitatively and use units to solve problems. 1. Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. - NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. - NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. - NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. - NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. - 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.11-12.2.E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.			
Technology Integration (NJSLs 8): 8.1.12.A.3 - Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.			
21st Century Skills Integration (NJSLs 9): - CLKS1 Act as a responsible and contributing community member and employee. - CLKS3 Consider the environmental, social, and economic impact of decisions. - CLKS4 Demonstrate creativity and innovation. - CLKS5 Utilize critical thinking to make sense of problems and persevere in solving them. - CLKS6 Model integrity, ethical leadership, and effective management. - CLKS8 Use technology to enhance productivity, increase collaboration, and communicate effectively. - CLKS9 Work productively in teams while using cultural global competence. 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving 9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society 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 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task			
Transfer			
Transfer Goal: Students will be able to <u>independently</u> use their learning to research an entrepreneur of their choice and create a video on him or her.			
Meaning			
Students will understand that: - Successful Characteristics of an entrepreneur can be learned - Decision-making is an important aspect of entrepreneurship - Goal setting is an important step to success		Essential Questions: - How do you spell entrepreneurship? - Why do some people own their own business and why do some people work for others? - Is life easier without a boss?	
Acquisition of Knowledge & Skills			
Students will know: - The common characteristics of successful entrepreneurs - How to identify traits in successful entrepreneurs.		Students will be able to: - Identify what entrepreneurship is and the important role entrepreneurs play in our economy. - Describe the difference between employees and entrepreneurs. - Discuss how entrepreneurs create value from “scarce” resources. - Explain why entrepreneurs like change. - Evaluate the pros and cons of owning your own business.	
STAGE 2: ACCEPTABLE EVIDENCE			
Performance Task & Unit Assessments: - Personal Reflection - Teacher made tests/quizzes - Class participation - Workbook activities - Projects			



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- Cooperative group projects/activities and rubrics related to the unit of study.
- Unit/Chapter tests
- Mid-unit quizzes
- End of marking period assessment will also be used to assess student comprehension.

REFERENCE MATERIALS

- Introduction to Entrepreneurship: Taken from: Entrepreneurship: Successfully Launching New Ventures, Fourth Edition by Bruce R. Barringer and R. Duane Ireland
- Direct instruction
- Multimedia presentations
- Class discussions
- Cooperative structures
- Video viewing with discussion questions
- Use of the internet for research and classroom flipping
- Interactive graphing and google classroom discussion groups

ACCOMMODATIONS AND MODIFICATIONS

Differentiation for Support (ELL Learners)	Differentiation for Support (Spec. Ed., Struggling Learners)	Differentiation for Enrichment
Teachers identify the modifications that they will use in the unit as related to the needs of their student population. • Provide alternate ways for the student to respond (verbal/pictographic answers instead of written) • Substitute a hands-on activity or use of different media in projects for a written activity • Provide word banks / word walls • Prepare and distribute advance notes • Provide model sentence frames and sentence starters for both oral responses and written responses • Provide additional time to complete assessments and assignments • Model and use gestures to aid in understanding • Model tasks by giving one or two examples before releasing students to work independently • Present instructions both verbally and visually • Simplify written and verbal instructions • Allow students to use eDictionaries • Avoid slang and idiomatic expressions. • Speak clearly and naturally, and try to enunciate words, especially their ending sounds. • Provide Sensory Supports (Real-life objects, Manipulatives, Pictures & photographs, Illustrations, Diagrams, & drawings, Magazines & newspapers, Physical activities, Videos & films, Broadcasts, Models & figures) • Provide Graphic Supports (Charts, Graphic organizers, Tables, Graphs, Timelines, Number lines) • Provide Interactive Supports(Pair or Partner work, Group work, Peer Mentor) • Simplify the language, format, and directions of the assessment • Accept correct answers on test or worksheets in any written form such as lists, phrases, or using inventive spelling • Allow editing and revision before grading • Design projects and assessment for student that require reduced sentence or paragraph composition • Give alternative homework or class work assignments suitable to the student's linguistic ability for activities and assessments • Utilize alternate reading assignments/materials at the student's reading level. • Allow for alternate seating for proximity to peer helper or teacher as necessary • Assist student in building a picture file of key vocabulary (Pics4Learning, Webster's Visual Dictionary Online, ClipArt Etc, Shahi Visual Dictionary) • When showing video used Closed Captioning. Some videos also allow for a slower replay so the speech is not as fast. • Provide wait-time sufficient for English language learners who are trying to translate terms while formulating an explanation - Sufficient wait time is often said to be about 7-10 seconds • Check for understanding consistently - ask students one-on-one what their questions are, monitor their progress on independent work and redirect as needed. They may not understand or be hesitant to verbalize what they do not understand at first, so monitor and give examples. • Support use of student's primary language by translating key words in directions, or key vocabulary terms or giving students opportunities to communicate in their primary language (written or orally) Additional Resources: • 20 strategies to Support EAL Children • What English Language Learners Wish Teachers Knew - Education Week • A Starting Point: Tips and resources for working with ESL newcomers	Teachers identify the modifications that they will use in the unit as related to the needs of their student population. • Break down assignments with oral directions, written directions, and visuals. • Provide frequent reminders to stay on task. • Provide copies of notes and practice note taking skills. • Work on organizational skills such as keeping class binder, completing assignments on time, and checking classroom website for assignments. • Follow individual IEP plans for specific modifications. • Use colors to differentiate while teaching • List steps or guidelines to clarify expected outcome • Provide visual support • Reinforce on-task behavior • Peer mentoring (pairing with another student who is working at an advanced level) • Guided questions • Partnering/Grouping of students • Re-teaching and review • Multi-media approach to accommodate various learning styles • Decrease/Modify number of project requirements • Teacher/Aide assistance • Translation tool for different languages	Teachers identify the modifications that they will use in the unit as related to the needs of their student population. • Provide a variety of individualized work centers • Demonstrate for class • Create additional project • Individual presentations



Unit 2: Characteristics of Entrepreneurs		Unit Duration: 2 weeks (10 days)	
STAGE 1: DESIRED RESULTS			
Established Subject Area Goals (NJSLS):			
21st Century Themes/Careers Focus Standards 9.1.12.B.1 Prioritize financial decisions by systematically considering alternatives and possible consequences. 9.1.12.A.1 Differentiate among the types of taxes and employee benefits. 9.1.12.A.3 Analyze the relationship between various careers and personal earning goals. 9.1.12.B.3 Construct a plan to accumulate emergency “rainy day” funds. 9.1.12.C.3 Compute and assess the accumulating effect of interest paid over time when using a variety of sources of credit. 9.1.12.D.4 Assess factors that influence financial planning			
Interdisciplinary Companion Standards (NJSLS):			
- A-CED-A.1 Create equations and inequalities in one variable and use them to solve problems. - N-Q.A.1 Reason quantitatively and use units to solve problems. 1. Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. - NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. - NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. - NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. - NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. - 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.11-12.2.E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.			
Technology Integration (NJSLS 8):			
8.1.12.A.3 - Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.			
21st Century Skills Integration (NJSLS 9):			
- CLKS1 Act as a responsible and contributing community member and employee. - CLKS3 Consider the environmental, social, and economic impact of decisions. - CLKS4 Demonstrate creativity and innovation. - CLKS5 Utilize critical thinking to make sense of problems and persevere in solving them. - CLKS6 Model integrity, ethical leadership, and effective management. - CLKS8 Use technology to enhance productivity, increase collaboration, and communicate effectively. - CLKS9 Work productively in teams while using cultural global competence. 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving 9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society 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 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task			
Transfer			
Transfer Goal:			
Students will be able to <u>independently</u> use their learning to discuss what makes a successful entrepreneur..			
Meaning			
Students will understand that:		Essential Questions:	
- Successful Characteristics of an entrepreneur can be learned - Decision-making is an important aspect of entrepreneurship - Goal setting is an important step to success		- How do you spell entrepreneurship? - Why do some people own their own business and why do some people work for others? - Is life easier without a boss?	
Acquisition of Knowledge & Skills			
Students will know:		Students will be able to:	
Common characteristics and skills of successful entrepreneurs.		- Identify characteristics and skills in yourself and others. - Develop characteristics that will help you in business	
STAGE 2: ACCEPTABLE EVIDENCE			
Performance Task & Unit Assessments:			
- Personal Reflection - Teacher made tests/quizzes - Class participation - Workbook activities - Projects - Cooperative group projects/activities and rubrics related to the unit of study. - Unit/Chapter tests			



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- Mid-unit quizzes
- End of marking period assessment will also be used to assess student comprehension.

REFERENCE MATERIALS

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- Direct instruction
- Multimedia presentations
- Class discussions
- Cooperative structures
- Video viewing with discussion questions
- Use of the internet for research and classroom flipping
- Interactive graphing and google classroom discussion groups

ACCOMMODATIONS AND MODIFICATIONS

Differentiation for Support (ELL Learners)	Differentiation for Support (Spec. Ed., Struggling Learners)	Differentiation for Enrichment
Teachers identify the modifications that they will use in the unit as related to the needs of their student population. • Provide alternate ways for the student to respond (verbal/pictographic answers instead of written) • Substitute a hands-on activity or use of different media in projects for a written activity • Provide word banks / word walls • Prepare and distribute advance notes • Provide model sentence frames and sentence starters for both oral responses and written responses • Provide additional time to complete assessments and assignments • Model and use gestures to aid in understanding • Model tasks by giving one or two examples before releasing students to work independently • Present instructions both verbally and visually • Simplify written and verbal instructions • Allow students to use eDictionaries • Avoid slang and idiomatic expressions. • Speak clearly and naturally, and try to enunciate words, especially their ending sounds. • Provide Sensory Supports (Real-life objects, Manipulatives, Pictures & photographs, Illustrations, Diagrams, & drawings, Magazines & newspapers, Physical activities, Videos & films, Broadcasts, Models & figures) • Provide Graphic Supports (Charts, Graphic organizers, Tables, Graphs, Timelines, Number lines) • Provide Interactive Supports(Pair or Partner work, Group work, Peer Mentor) • Simplify the language, format, and directions of the assessment • Accept correct answers on test or worksheets in any written form such as lists, phrases, or using inventive spelling • Allow editing and revision before grading • Design projects and assessment for student that require reduced sentence or paragraph composition • Give alternative homework or class work assignments suitable to the student's linguistic ability for activities and assessments • Utilize alternate reading assignments/materials at the student's reading level. • Allow for alternate seating for proximity to peer helper or teacher as necessary • Assist student in building a picture file of key vocabulary (Pics4Learning, Webster's Visual Dictionary Online, ClipArt Etc, Shahi Visual Dictionary) • When showing video used Closed Captioning. Some videos also allow for a slower replay so the speech is not as fast. • Provide wait-time sufficient for English language learners who are trying to translate terms while formulating an explanation - Sufficient wait time is often said to be about 7-10 seconds • Check for understanding consistently - ask students one-on-one what their questions are, monitor their progress on independent work and redirect as needed. They may not understand or be hesitant to verbalize what they do not understand at first, so monitor and give examples. • Support use of student's primary language by translating key words in directions, or key vocabulary terms or giving students opportunities to communicate in their primary language (written or orally) Additional Resources: • 20 strategies to Support EAL Children • What English Language Learners Wish Teachers Knew - Education Week • A Starting Point: Tips and resources for working with ESL newcomers	Teachers identify the modifications that they will use in the unit as related to the needs of their student population. • Break down assignments with oral directions, written directions, and visuals. • Provide frequent reminders to stay on task. • Provide copies of notes and practice note taking skills. • Work on organizational skills such as keeping class binder, completing assignments on time, and checking classroom website for assignments. • Follow individual IEP plans for specific modifications. • Use colors to differentiate while teaching • List steps or guidelines to clarify expected outcome • Provide visual support • Reinforce on-task behavior • Peer mentoring (pairing with another student who is working at an advanced level) • Guided questions • Partnering/Grouping of students • Re-teaching and review • Multi-media approach to accommodate various learning styles • Decrease/Modify number of project requirements • Teacher/Aide assistance • Translation tool for different languages	Teachers identify the modifications that they will use in the unit as related to the needs of their student population. • Provide a variety of individualized work centers • Demonstrate for class • Create additional project • Individual presentations



Unit 3: Opportunity Recognition		Unit Duration: 2 weeks (10 days)	
STAGE 1: DESIRED RESULTS			
Established Subject Area Goals (NJSLS): 21st Century Themes/Careers Focus Standards 9.1.12.B.1 Prioritize financial decisions by systematically considering alternatives and possible consequences. 9.1.12.A.1 Differentiate among the types of taxes and employee benefits. 9.1.12.A.3 Analyze the relationship between various careers and personal earning goals. 9.1.12.B.3 Construct a plan to accumulate emergency “rainy day” funds. 9.1.12.C.3 Compute and assess the accumulating effect of interest paid over time when using a variety of sources of credit. 9.1.12.D.4 Assess factors that influence financial planning			
Interdisciplinary Companion Standards (NJSLS): - A-CED-A.1 Create equations and inequalities in one variable and use them to solve problems. - N-Q.A.1 Reason quantitatively and use units to solve problems. 1. Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. - NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. - NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. - NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. - NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. - 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.11-12.2.E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.			
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Transfer			
Transfer Goal: Students will be able to <u>independently</u> perform a SWOT analysis of a business opportunity and yourself..			
Meaning			
Students will understand that: Competition exists and its place in the Free Enterprise System		Essential Questions: - Who is my competition? - Why do I care about my competition? - Can't we all just get along?	
Acquisition of Knowledge & Skills			
Students will know: - The importance of competition and the role it plays in our economy. - How to analyze their competition. - The importance of having a competitive advantage. - What their share of the market will be.		Students will be able to: - Distinguish between an idea and an opportunity. - Recognize and evaluate business opportunities. - Apply cost/benefit analysis that includes opportunity cost to personal and business decisions.	
STAGE 2: ACCEPTABLE EVIDENCE			
Performance Task & Unit Assessments: - Personal Reflection - Teacher made tests/quizzes - Class participation - Workbook activities - Projects - Cooperative group projects/activities and rubrics related to the unit of study. - Unit/Chapter tests - Mid-unit quizzes			



- End of marking period assessment will also be used to assess student comprehension.

REFERENCE MATERIALS

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ACCOMMODATIONS AND MODIFICATIONS

Differentiation for Support (ELL Learners)	Differentiation for Support (Spec. Ed., Struggling Learners)	Differentiation for Enrichment
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Unit 4: Inventions & Product Development		Unit Duration: 2 weeks (10 days)	
STAGE 1: DESIRED RESULTS			
Established Subject Area Goals (NJSLs):			
21st Century Themes/Careers Focus Standards 9.1.12.B.1 Prioritize financial decisions by systematically considering alternatives and possible consequences. 9.1.12.A.1 Differentiate among the types of taxes and employee benefits. 9.1.12.A.3 Analyze the relationship between various careers and personal earning goals. 9.1.12.B.3 Construct a plan to accumulate emergency “rainy day” funds. 9.1.12.C.3 Compute and assess the accumulating effect of interest paid over time when using a variety of sources of credit. 9.1.12.D.4 Assess factors that influence financial planning			
Interdisciplinary Companion Standards (NJSLs):			
- A-CED-A.1 Create equations and inequalities in one variable and use them to solve problems. - N-Q.A.1 Reason quantitatively and use units to solve problems. 1. Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. - NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. - NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. - NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. - NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. - 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.11-12.2.E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.			
Technology Integration (NJSLs 8):			
8.1.12.A.3 - Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.			
21st Century Skills Integration (NJSLs 9):			
- CLKS1 Act as a responsible and contributing community member and employee. - CLKS3 Consider the environmental, social, and economic impact of decisions. - CLKS4 Demonstrate creativity and innovation. - CLKS5 Utilize critical thinking to make sense of problems and persevere in solving them. - CLKS6 Model integrity, ethical leadership, and effective management. - CLKS8 Use technology to enhance productivity, increase collaboration, and communicate effectively. - CLKS9 Work productively in teams while using cultural global competence. 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving 9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society 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 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task			
Transfer			
Transfer Goal:			
Students will be able to <u>independently</u> use their learning to develop and present on your own invention.			
Meaning			
Students will understand that:		Essential Questions:	
- Creativity is an important skill. - Personal creative work can be protected and/or shared with others.		- Is daydreaming a waste of time? - Why can’t I copy someone else’s work? - When can I use someone else’s work?	
Acquisition of Knowledge & Skills			
Students will know:		Students will be able to:	
- The five steps of developing a product. - The contributions of minority and women inventors. - That “practical daydreaming” facilitates invention of new products.		- differentiate between saving and investing - assess the time value of money - compare investment options - compare the relationship between risks and returns related to savings and investments - recommend ways to integrate savings and investing strategies into financial planning - outline investing strategy (amount to invest, how often, and when to invest)	
STAGE 2: ACCEPTABLE EVIDENCE			



Performance Task & Unit Assessments:

- Personal Reflection
- Teacher made tests/quizzes
- Class participation
- Workbook activities
- Projects
- Cooperative group projects/activities and rubrics related to the unit of study.
- Unit/Chapter tests
- Mid-unit quizzes
- End of marking period assessment will also be used to assess student comprehension.

REFERENCE MATERIALS

- Introduction to Entrepreneurship: Taken from: Entrepreneurship: Successfully Launching New Ventures, Fourth Edition by Bruce R. Barringer and R. Duane Ireland
- Direct instruction
- Multimedia presentations
- Class discussions
- Cooperative structures
- Video viewing with discussion questions
- Use of the internet for research and classroom flipping
- Interactive graphing and google classroom discussion groups

ACCOMMODATIONS AND MODIFICATIONS

Differentiation for Support (ELL Learners)	Differentiation for Support (Spec. Ed., Struggling Learners)	Differentiation for Enrichment
Teachers identify the modifications that they will use in the unit as related to the needs of their student population. • Provide alternate ways for the student to respond (verbal/pictographic answers instead of written) • Substitute a hands-on activity or use of different media in projects for a written activity • Provide word banks / word walls • Prepare and distribute advance notes • Provide model sentence frames and sentence starters for both oral responses and written responses • Provide additional time to complete assessments and assignments • Model and use gestures to aid in understanding • Model tasks by giving one or two examples before releasing students to work independently • Present instructions both verbally and visually • Simplify written and verbal instructions • Allow students to use eDictionaries • Avoid slang and idiomatic expressions. • Speak clearly and naturally, and try to enunciate words, especially their ending sounds. • Provide Sensory Supports (Real-life objects, Manipulatives, Pictures & photographs, Illustrations, Diagrams, & drawings, Magazines & newspapers, Physical activities, Videos & films, Broadcasts, Models & figures) • Provide Graphic Supports (Charts, Graphic organizers, Tables, Graphs, Timelines, Number lines) • Provide Interactive Supports(Pair or Partner work, Group work, Peer Mentor) • Simplify the language, format, and directions of the assessment • Accept correct answers on test or worksheets in any written form such as lists, phrases, or using inventive spelling • Allow editing and revision before grading • Design projects and assessment for student that require reduced sentence or paragraph composition • Give alternative homework or class work assignments suitable to the student's linguistic ability for activities and assessments • Utilize alternate reading assignments/materials at the student's reading level. • Allow for alternate seating for proximity to peer helper or teacher as necessary • Assist student in building a picture file of key vocabulary (Pics4Learning, Webster's Visual Dictionary Online, ClipArt Etc, Shahi Visual Dictionary) • When showing video used Closed Captioning. Some videos also allow for a slower replay so the speech is not as fast. • Provide wait-time sufficient for English language learners who are trying to translate terms while formulating an explanation - Sufficient wait time is often said to be about 7-10 seconds • Check for understanding consistently - ask students one-on-one what their questions are, monitor their progress on independent work and redirect as needed. They may not understand or be hesitant to verbalize what they do not understand at first, so monitor and give examples. • Support use of student's primary language by translating key words in directions, or key vocabulary terms or giving students opportunities to communicate in their primary language (written or orally) Additional Resources: • 20 strategies to Support EAL Children • What English Language Learners Wish Teachers Knew - Education Week • A Starting Point: Tips and resources for working with ESL newcomers	Teachers identify the modifications that they will use in the unit as related to the needs of their student population. • Break down assignments with oral directions, written directions, and visuals. • Provide frequent reminders to stay on task. • Provide copies of notes and practice note taking skills. • Work on organizational skills such as keeping class binder, completing assignments on time, and checking classroom website for assignments. • Follow individual IEP plans for specific modifications. • Use colors to differentiate while teaching • List steps or guidelines to clarify expected outcome • Provide visual support • Reinforce on-task behavior • Peer mentoring (pairing with another student who is working at an advanced level) • Guided questions • Partnering/Grouping of students • Re-teaching and review • Multi-media approach to accommodate various learning styles • Decrease/Modify number of project requirements • Teacher/Aide assistance • Translation tool for different languages	Teachers identify the modifications that they will use in the unit as related to the needs of their student population. • Provide a variety of individualized work centers • Demonstrate for class • Create additional project • Individual presentations



Unit 5: Creating A Business Idea & Starting A Business Plan		Unit Duration: 3 weeks (15 days)	
STAGE 1: DESIRED RESULTS			
Established Subject Area Goals (NJSLs):			
21st Century Themes/Careers Focus Standards 9.1.12.B.1 Prioritize financial decisions by systematically considering alternatives and possible consequences. 9.1.12.A.1 Differentiate among the types of taxes and employee benefits. 9.1.12.A.3 Analyze the relationship between various careers and personal earning goals. 9.1.12.B.3 Construct a plan to accumulate emergency “rainy day” funds. 9.1.12.C.3 Compute and assess the accumulating effect of interest paid over time when using a variety of sources of credit. 9.1.12.D.4 Assess factors that influence financial planning			
Interdisciplinary Companion Standards (NJSLs):			
- A-CED-A.1 Create equations and inequalities in one variable and use them to solve problems. - N-Q.A.1 Reason quantitatively and use units to solve problems. 1. Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. - NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. - NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. - NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. - NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. - 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.11-12.2.E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.			
Technology Integration (NJSLs 8):			
8.1.12.A.3 - Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.			
21st Century Skills Integration (NJSLs 9):			
- CLKS1 Act as a responsible and contributing community member and employee. - CLKS3 Consider the environmental, social, and economic impact of decisions. - CLKS4 Demonstrate creativity and innovation. - CLKS5 Utilize critical thinking to make sense of problems and persevere in solving them. - CLKS6 Model integrity, ethical leadership, and effective management. - CLKS8 Use technology to enhance productivity, increase collaboration, and communicate effectively. - CLKS9 Work productively in teams while using cultural global competence. 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving 9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society 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 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task			
Transfer			
Transfer Goal:			
Students will be able to <u>independently</u> use their learning to begin the process of creating a business plan.			
Meaning			
Students will understand that:		Essential Questions:	
- The business plan is the blueprint for a business. - Entrepreneurship has advantages and disadvantages and working for someone else might be the right decision. - Decisions made affect the success of the business.		- I have an idea, why can't I just wing it? - Why won't anyone loan me money based on my idea?	
Acquisition of Knowledge & Skills			
Students will know:		Students will be able to:	
- The purpose of the business plan. - What business they would like to start. - Entrepreneurship is not for everyone.		- Define competitive advantage and how it has an impact on business. - Identify different business sectors that I could start a business in. - Research and identify our groups competition and industry trends. - Identify what a business plan is and how to start one. - Make basic business decisions about their entrepreneurial choice. - Develop a substantial, relevant, and illustrative paragraph that demonstrates a clear understanding of the description of your company and market research. - Conduct market research and survey my potential target market.	
STAGE 2: ACCEPTABLE EVIDENCE			



Performance Task & Unit Assessments:

- Personal Reflection
- Teacher made tests/quizzes
- Class participation
- Workbook activities
- Projects
- Cooperative group projects/activities and rubrics related to the unit of study.
- Unit/Chapter tests
- Mid-unit quizzes
- End of marking period assessment will also be used to assess student comprehension.

REFERENCE MATERIALS

- Introduction to Entrepreneurship: Taken from: Entrepreneurship: Successfully Launching New Ventures, Fourth Edition by Bruce R. Barringer and R. Duane Ireland
- Direct instruction
- Multimedia presentations
- Class discussions
- Cooperative structures
- Video viewing with discussion questions
- Use of the internet for research and classroom flipping
- Interactive graphing and google classroom discussion groups

ACCOMMODATIONS AND MODIFICATIONS

Differentiation for Support (ELL Learners)	Differentiation for Support (Spec. Ed., Struggling Learners)	Differentiation for Enrichment
Teachers identify the modifications that they will use in the unit as related to the needs of their student population. • Provide alternate ways for the student to respond (verbal/pictographic answers instead of written) • Substitute a hands-on activity or use of different media in projects for a written activity • Provide word banks / word walls • Prepare and distribute advance notes • Provide model sentence frames and sentence starters for both oral responses and written responses • Provide additional time to complete assessments and assignments • Model and use gestures to aid in understanding • Model tasks by giving one or two examples before releasing students to work independently • Present instructions both verbally and visually • Simplify written and verbal instructions • Allow students to use eDictionaries • Avoid slang and idiomatic expressions. • Speak clearly and naturally, and try to enunciate words, especially their ending sounds. • Provide Sensory Supports (Real-life objects, Manipulatives, Pictures & photographs, Illustrations, Diagrams, & drawings, Magazines & newspapers, Physical activities, Videos & films, Broadcasts, Models & figures) • Provide Graphic Supports (Charts, Graphic organizers, Tables, Graphs, Timelines, Number lines) • Provide Interactive Supports(Pair or Partner work, Group work, Peer Mentor) • Simplify the language, format, and directions of the assessment • Accept correct answers on test or worksheets in any written form such as lists, phrases, or using inventive spelling • Allow editing and revision before grading • Design projects and assessment for student that require reduced sentence or paragraph composition • Give alternative homework or class work assignments suitable to the student's linguistic ability for activities and assessments • Utilize alternate reading assignments/materials at the student's reading level. • Allow for alternate seating for proximity to peer helper or teacher as necessary • Assist student in building a picture file of key vocabulary (Pics4Learning, Webster's Visual Dictionary Online, ClipArt Etc, Shahi Visual Dictionary) • When showing video used Closed Captioning. Some videos also allow for a slower replay so the speech is not as fast. • Provide wait-time sufficient for English language learners who are trying to translate terms while formulating an explanation - Sufficient wait time is often said to be about 7-10 seconds • Check for understanding consistently - ask students one-on-one what their questions are, monitor their progress on independent work and redirect as needed. They may not understand or be hesitant to verbalize what they do not understand at first, so monitor and give examples. • Support use of student's primary language by translating key words in directions, or key vocabulary terms or giving students opportunities to communicate in their primary language (written or orally) Additional Resources: • 20 strategies to Support EAL Children • What English Language Learners Wish Teachers Knew - Education Week • A Starting Point: Tips and resources for working with ESL newcomers	Teachers identify the modifications that they will use in the unit as related to the needs of their student population. • Break down assignments with oral directions, written directions, and visuals. • Provide frequent reminders to stay on task. • Provide copies of notes and practice note taking skills. • Work on organizational skills such as keeping class binder, completing assignments on time, and checking classroom website for assignments. • Follow individual IEP plans for specific modifications. • Use colors to differentiate while teaching • List steps or guidelines to clarify expected outcome • Provide visual support • Reinforce on-task behavior • Peer mentoring (pairing with another student who is working at an advanced level) • Guided questions • Partnering/Grouping of students • Re-teaching and review • Multi-media approach to accommodate various learning styles • Decrease/Modify number of project requirements • Teacher/Aide assistance • Translation tool for different languages	Teachers identify the modifications that they will use in the unit as related to the needs of their student population. • Provide a variety of individualized work centers • Demonstrate for class • Individual presentation • Multiple mediums in project



Unit 6: Company Description/Market Research BP Section		Unit Duration: 2 weeks (10 days)	
STAGE 1: DESIRED RESULTS			
Established Subject Area Goals (NJSLS): 21st Century Themes/Careers Focus Standards 9.1.12.B.1 Prioritize financial decisions by systematically considering alternatives and possible consequences. 9.1.12.A.1 Differentiate among the types of taxes and employee benefits. 9.1.12.A.3 Analyze the relationship between various careers and personal earning goals. 9.1.12.B.3 Construct a plan to accumulate emergency “rainy day” funds. 9.1.12.C.3 Compute and assess the accumulating effect of interest paid over time when using a variety of sources of credit. 9.1.12.D.4 Assess factors that influence financial planning			
Interdisciplinary Companion Standards (NJSLS): - A-CED-A.1 Create equations and inequalities in one variable and use them to solve problems. - N-Q.A.1 Reason quantitatively and use units to solve problems. 1. Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. - NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. - NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. - NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. - NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. - 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.11-12.2.E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.			
Technology Integration (NJSLS 8): 8.1.12.A.3 - Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.			
21st Century Skills Integration (NJSLS 9): - CLKS1 Act as a responsible and contributing community member and employee. - CLKS3 Consider the environmental, social, and economic impact of decisions. - CLKS4 Demonstrate creativity and innovation. - CLKS5 Utilize critical thinking to make sense of problems and persevere in solving them. - CLKS6 Model integrity, ethical leadership, and effective management. - CLKS8 Use technology to enhance productivity, increase collaboration, and communicate effectively. - CLKS9 Work productively in teams while using cultural global competence. 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving 9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society 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 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task			
Transfer			
Transfer Goal: Students will be able to <u>independently</u> use their learning to draft the product/service section of your business plan.			
Meaning			
Students will understand that: - The business plan is the blueprint for a business. - Entrepreneurship has advantages and disadvantages and working for someone else might be the right decision. - Decisions made affect the success of the business.		Essential Questions: - I have an idea, why can't I just wing it? - Why won't anyone loan me money based on my idea?	
Acquisition of Knowledge & Skills			
Students will know: - The purpose of the business plan. - What business they would like to create and launch. - Entrepreneurship is not for everyone.		Students will be able to: - Develop substantial, relevant, and illustrative paragraphs that demonstrates a clear understanding of the marketing of our company. - Compare and contrast competitors to your business ideas - Identify the industry trends for my business. - Create a market research survey and poll potential customers.	
STAGE 2: ACCEPTABLE EVIDENCE			
Performance Task & Unit Assessments: - Personal Reflection - Teacher made tests/quizzes - Class participation - Workbook activities			



Verona High School

Introduction to Entrepreneurship

- Projects
- Cooperative group projects/activities and rubrics related to the unit of study.
- Unit/Chapter tests
- Mid-unit quizzes
- End of marking period assessment will also be used to assess student comprehension.

REFERENCE MATERIALS

- Introduction to Entrepreneurship: Taken from: Entrepreneurship: Successfully Launching New Ventures, Fourth Edition by Bruce R. Barringer and R. Duane Ireland
- Direct instruction
- Multimedia presentations
- Class discussions
- Cooperative structures
- Video viewing with discussion questions
- Use of the internet for research and classroom flipping
- Interactive graphing and google classroom discussion groups

ACCOMMODATIONS AND MODIFICATIONS

Differentiation for Support (ELL Learners)	Differentiation for Support (Spec. Ed., Struggling Learners)	Differentiation for Enrichment
Teachers identify the modifications that they will use in the unit as related to the needs of their student population. • Provide alternate ways for the student to respond (verbal/pictographic answers instead of written) • Substitute a hands-on activity or use of different media in projects for a written activity • Provide word banks / word walls • Prepare and distribute advance notes • Provide model sentence frames and sentence starters for both oral responses and written responses • Provide additional time to complete assessments and assignments • Model and use gestures to aid in understanding • Model tasks by giving one or two examples before releasing students to work independently • Present instructions both verbally and visually • Simplify written and verbal instructions • Allow students to use eDictionaries • Avoid slang and idiomatic expressions. • Speak clearly and naturally, and try to enunciate words, especially their ending sounds. • Provide Sensory Supports (Real-life objects, Manipulatives, Pictures & photographs, Illustrations, Diagrams, & drawings, Magazines & newspapers, Physical activities, Videos & films, Broadcasts, Models & figures) • Provide Graphic Supports (Charts, Graphic organizers, Tables, Graphs, Timelines, Number lines) • Provide Interactive Supports(Pair or Partner work, Group work, Peer Mentor) • Simplify the language, format, and directions of the assessment • Accept correct answers on test or worksheets in any written form such as lists, phrases, or using inventive spelling • Allow editing and revision before grading • Design projects and assessment for student that require reduced sentence or paragraph composition • Give alternative homework or class work assignments suitable to the student's linguistic ability for activities and assessments • Utilize alternate reading assignments/materials at the student's reading level. • Allow for alternate seating for proximity to peer helper or teacher as necessary • Assist student in building a picture file of key vocabulary (Pics4Learning, Webster's Visual Dictionary Online, ClipArt Etc, Shahi Visual Dictionary) • When showing video used Closed Captioning. Some videos also allow for a slower replay so the speech is not as fast. • Provide wait-time sufficient for English language learners who are trying to translate terms while formulating an explanation - Sufficient wait time is often said to be about 7-10 seconds • Check for understanding consistently - ask students one-on-one what their questions are, monitor their progress on independent work and redirect as needed. They may not understand or be hesitant to verbalize what they do not understand at first, so monitor and give examples. • Support use of student's primary language by translating key words in directions, or key vocabulary terms or giving students opportunities to communicate in their primary language (written or orally) Additional Resources: • 20 strategies to Support EAL Children • What English Language Learners Wish Teachers Knew - Education Week • A Starting Point: Tips and resources for working with ESL newcomers	Teachers identify the modifications that they will use in the unit as related to the needs of their student population. • Break down assignments with oral directions, written directions, and visuals. • Provide frequent reminders to stay on task. • Provide copies of notes and practice note taking skills. • Work on organizational skills such as keeping class binder, completing assignments on time, and checking classroom website for assignments. • Follow individual IEP plans for specific modifications. • Use colors to differentiate while teaching • List steps or guidelines to clarify expected outcome • Provide visual support • Reinforce on-task behavior • Peer mentoring (pairing with another student who is working at an advanced level) • Guided questions • Partnering/Grouping of students • Re-teaching and review • Multi-media approach to accommodate various learning styles • Decrease/Modify number of project requirements • Teacher/Aide assistance • Translation tool for different languages	Teachers identify the modifications that they will use in the unit as related to the needs of their student population. • Provide a variety of individualized work centers • Demonstrate for class • Individual presentation • Multiple mediums in project



Unit 7: Marketing Section BP		Unit Duration: 2 weeks (10 days)	
STAGE 1: DESIRED RESULTS			
Established Subject Area Goals (NJSLs): 21st Century Themes/Careers Focus Standards 9.1.12.B.1 Prioritize financial decisions by systematically considering alternatives and possible consequences. 9.1.12.A.1 Differentiate among the types of taxes and employee benefits. 9.1.12.A.3 Analyze the relationship between various careers and personal earning goals. 9.1.12.B.3 Construct a plan to accumulate emergency “rainy day” funds. 9.1.12.C.3 Compute and assess the accumulating effect of interest paid over time when using a variety of sources of credit. 9.1.12.D.4 Assess factors that influence financial planning			
Interdisciplinary Companion Standards (NJSLs): - A-CED-A.1 Create equations and inequalities in one variable and use them to solve problems. - N-Q.A.1 Reason quantitatively and use units to solve problems. 1. Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. - NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. - NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. - NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. - NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. - 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.11-12.2.E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.			
Technology Integration (NJSLs 8): 8.1.12.A.3 - Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.			
21st Century Skills Integration (NJSLs 9): - CLKS1 Act as a responsible and contributing community member and employee. - CLKS3 Consider the environmental, social, and economic impact of decisions. - CLKS4 Demonstrate creativity and innovation. - CLKS5 Utilize critical thinking to make sense of problems and persevere in solving them. - CLKS6 Model integrity, ethical leadership, and effective management. - CLKS8 Use technology to enhance productivity, increase collaboration, and communicate effectively. - CLKS9 Work productively in teams while using cultural global competence. 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving 9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society 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 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task			
Transfer			
Transfer Goal: Students will be able to <u>independently</u> use their learning to complete the marketing section of their business plan.			
Meaning			
Students will understand that: - The business plan is the blueprint for a business. - Entrepreneurship has advantages and disadvantages and working for someone else might be the right decision. - Decisions made affect the success of the business.		Essential Questions: - I have an idea, why can't I just wing it? - Why won't anyone loan me money based on my idea?	
Acquisition of Knowledge & Skills			
Students will know: - The definition and purpose of marketing. - What goes into a marketing plan. - The promotional mix is created with the elements that are most likely used by your target market. - Each media has advantages and disadvantages. - The promotional mix is a planned way to get your sales message out to the general public.		Students will be able to: - Define marketing and its functions and analyze how it has changed over the years - Identify the 5 functions of business - Realize the importance the 4 P's play in marketing - Complete the marketing section of their business plan.	
STAGE 2: ACCEPTABLE EVIDENCE			
Performance Task & Unit Assessments: - Personal Reflection - Teacher made tests/quizzes - Class participation			



Verona High School

Introduction to Entrepreneurship

- Workbook activities
- Projects
- Cooperative group projects/activities and rubrics related to the unit of study.
- Unit/Chapter tests
- Mid-unit quizzes
- End of marking period assessment will also be used to assess student comprehension.

REFERENCE MATERIALS

- Introduction to Entrepreneurship: Taken from: Entrepreneurship: Successfully Launching New Ventures, Fourth Edition by Bruce R. Barringer and R. Duane Ireland
- Direct instruction
- Multimedia presentations
- Class discussions
- Cooperative structures
- Video viewing with discussion questions
- Use of the internet for research and classroom flipping
- Interactive graphing and google classroom discussion groups

ACCOMMODATIONS AND MODIFICATIONS

Differentiation for Support (ELL Learners)	Differentiation for Support (Spec. Ed., Struggling Learners)	Differentiation for Enrichment
Teachers identify the modifications that they will use in the unit as related to the needs of their student population. • Provide alternate ways for the student to respond (verbal/pictographic answers instead of written) • Substitute a hands-on activity or use of different media in projects for a written activity • Provide word banks / word walls • Prepare and distribute advance notes • Provide model sentence frames and sentence starters for both oral responses and written responses • Provide additional time to complete assessments and assignments • Model and use gestures to aid in understanding • Model tasks by giving one or two examples before releasing students to work independently • Present instructions both verbally and visually • Simplify written and verbal instructions • Allow students to use eDictionaries • Avoid slang and idiomatic expressions. • Speak clearly and naturally, and try to enunciate words, especially their ending sounds. • Provide Sensory Supports (Real-life objects, Manipulatives, Pictures & photographs, Illustrations, Diagrams, & drawings, Magazines & newspapers, Physical activities, Videos & films, Broadcasts, Models & figures) • Provide Graphic Supports (Charts, Graphic organizers, Tables, Graphs, Timelines, Number lines) • Provide Interactive Supports(Pair or Partner work, Group work, Peer Mentor) • Simplify the language, format, and directions of the assessment • Accept correct answers on test or worksheets in any written form such as lists, phrases, or using inventive spelling • Allow editing and revision before grading • Design projects and assessment for student that require reduced sentence or paragraph composition • Give alternative homework or class work assignments suitable to the student's linguistic ability for activities and assessments • Utilize alternate reading assignments/materials at the student's reading level. • Allow for alternate seating for proximity to peer helper or teacher as necessary • Assist student in building a picture file of key vocabulary (Pics4Learning, Webster's Visual Dictionary Online, ClipArt Etc, Shahi Visual Dictionary) • When showing video used Closed Captioning. Some videos also allow for a slower replay so the speech is not as fast. • Provide wait-time sufficient for English language learners who are trying to translate terms while formulating an explanation - Sufficient wait time is often said to be about 7-10 seconds • Check for understanding consistently - ask students one-on-one what their questions are, monitor their progress on independent work and redirect as needed. They may not understand or be hesitant to verbalize what they do not understand at first, so monitor and give examples. • Support use of student's primary language by translating key words in directions, or key vocabulary terms or giving students opportunities to communicate in their primary language (written or orally) Additional Resources: • 20 strategies to Support EAL Children • What English Language Learners Wish Teachers Knew - Education Week • A Starting Point: Tips and resources for working with ESL newcomers	Teachers identify the modifications that they will use in the unit as related to the needs of their student population. • Break down assignments with oral directions, written directions, and visuals. • Provide frequent reminders to stay on task. • Provide copies of notes and practice note taking skills. • Work on organizational skills such as keeping class binder, completing assignments on time, and checking classroom website for assignments. • Follow individual IEP plans for specific modifications. • Use colors to differentiate while teaching • List steps or guidelines to clarify expected outcome • Provide visual support • Reinforce on-task behavior • Peer mentoring (pairing with another student who is working at an advanced level) • Guided questions • Partnering/Grouping of students • Re-teaching and review • Multi-media approach to accommodate various learning styles • Decrease/Modify number of project requirements • Teacher/Aide assistance • Translation tool for different languages	Teachers identify the modifications that they will use in the unit as related to the needs of their student population. • Provide a variety of individualized work centers • Demonstrate for class • Individual presentation • Multiple mediums in project



Unit 7: Finance Section BP		Unit Duration: 2 weeks (10 days)	
STAGE 1: DESIRED RESULTS			
Established Subject Area Goals (NJSLS): 21st Century Themes/Careers Focus Standards 9.1.12.B.1 Prioritize financial decisions by systematically considering alternatives and possible consequences. 9.1.12.A.1 Differentiate among the types of taxes and employee benefits. 9.1.12.A.3 Analyze the relationship between various careers and personal earning goals. 9.1.12.B.3 Construct a plan to accumulate emergency “rainy day” funds. 9.1.12.C.3 Compute and assess the accumulating effect of interest paid over time when using a variety of sources of credit. 9.1.12.D.4 Assess factors that influence financial planning			
Interdisciplinary Companion Standards (NJSLS): - A-CED-A.1 Create equations and inequalities in one variable and use them to solve problems. - N-Q.A.1 Reason quantitatively and use units to solve problems. 1. Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. - NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. - NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. - NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. - NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. - 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.11-12.2.E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.			
Technology Integration (NJSLS 8): 8.1.12.A.3 - Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.			
21st Century Skills Integration (Career Ready Practices): - CRP1. Act as a responsible and contributing citizen and employee. - CRP2. Apply appropriate academic and technical skills. - CRP4. Communicate clearly and effectively and with reason. - CRP5. Consider the environmental, social, and economic impact of decisions. - CRP7. Employ valid and reliable research strategies. - CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. - CRP9. Model integrity, ethical leadership, and effective management. - CRP11. Use technology to enhance productivity. - CRP12. Work productively in teams while using cultural global competence.			
Transfer			
Transfer Goal: Students will be able to <u>independently</u> use their learning to complete the finance section of their marketing plan.			
Meaning			
Students will understand that: - The importance of projecting expenses and profit. - Financing is hard to get for a start-up business. - Proprietorship = Assets - Liabilities - A sales forecast is your best guess at expected income.		Essential Questions: - I have an idea, why can't I just wing it? - Why won't anyone loan me money based on my idea? - Why do I have to account for my money?	
Acquisition of Knowledge & Skills			
Students will know: - How to create a sales forecast - How to create profit / Loss statement - How to create a balance sheet - Where to look for start-up capital.		Students will be able to: - Describe how to gain funds to start a new business. - Prepare an estimated income statement and balance sheet for a business. - Correctly estimate start-up costs for a business. - Calculate and analyze financial ratios.	
STAGE 2: ACCEPTABLE EVIDENCE			
Performance Task & Unit Assessments: - Personal Reflection - Teacher made tests/quizzes - Class participation - Workbook activities - Projects - Cooperative group projects/activities and rubrics related to the unit of study. - Unit/Chapter tests - Mid-unit quizzes - End of marking period assessment will also be used to assess student comprehension.			



REFERENCE MATERIALS

- Introduction to Entrepreneurship: Taken from: Entrepreneurship: Successfully Launching New Ventures, Fourth Edition by Bruce R. Barringer and R. Duane Ireland
- Direct instruction
- Multimedia presentations
- Class discussions
- Cooperative structures
- Video viewing with discussion questions
- Use of the internet for research and classroom flipping
- Interactive graphing and google classroom discussion groups

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