# Unit 3: Completion of a Business Plan

Content Area: **Business Management and Information**
Course(s):
Time Period: **Marking Period 2**
Length: **7-8 Weeks**
Status: **Published**

## Summary

Students in Entrepreneurship learn about the essential qualities, skills, and knowledge needed to become a successful entrepreneur. Throughout the course, students work to create a hypothetical small business and complete a business plan including the company description, market and industry analysis, financial plan, operational plan, management plan, and vision/mission statements. At the end of the course, students present their business plans during a formal competitive exhibition attended by members of the community and school.

This unit is part of the larger aforementioned course sequence and specifically focuses on completion of a business plan. Students will understand how product strategy is what a product should achieve, as determined through a strategic vision where the four p's of marketing, pricing, product, promotion, and place are considered. By the end of this unit, students will be able to identify and explain growth plans for a business, create a marketing analysis strategy based on the marketing mix, write strategic, operational, and organizational plans to outline how their business would function, develop an executive summary to highlight their product for investors, explain how creating a comprehensive plan can bring a product idea to reality, and pitch a company to community stakeholders.

Students in Business Management and Information Systems classes develop skills that are intended to give them a competitive advantage in the workplace. Through the study of core business topics and current events, this curriculum encourages students to refine their speaking and listening skills, collaborate with their peers, and explore and research potential career paths.

Revision Date: August 2025

## Standards

9.1.12.CFR.4: Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures.

9.1.12.EG.6: Analyze the rights and responsibilities of buyers and sellers under consumer protection laws.

9.1.12.FP.5: Evaluate how behavioral bias (e.g., overconfidence, confirmation, recency, loss aversion, etc.)

affects decision-making.

9.1.12.FP.6: Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice.

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.

9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.

9.2.12.CAP.21: Explain low-cost and low-risk ways to start a business.

9.2.12.CAP.22: Compare risk and reward potential and use the comparison to decide whether starting a business is feasible.

9.2.12.CAP.23: Identify different ways to obtain capital for starting a business.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

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).

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

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).

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

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).

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.

9.4.12.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)

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).

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).

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).

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).

RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RI.MF.9–10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.AA.9–10.7. Describe and evaluate the argument and specific claims in an informational text, assessing

whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

RI.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts.

W.AW.9–10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.

A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience's knowledge level and concerns.

W.IW.9–10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension.

B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

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.

W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.WR.9–10.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.SE.9–10.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).

W.RW.9–10.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

B. Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.

C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

SL.II.9–10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

SL.PI.9–10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.UM.9–10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

In accordance with New Jersey's Chapter 32 Diversity and Inclusion Law, this unit includes instructional materials that highlight and promote diversity, including: economic diversity, equity, inclusion, tolerance, and belonging.

The standards in this unit reflect a developmental progression and make interdisciplinary connections across content areas including the humanities, technology, career readiness, cultural awareness, and global citizenship.

## Essential Questions

**Essential Questions:**

- How do the 4 P's of Marketing impact business creation?
- How does an organizational plan and an operational plan assist in developing a business?
- How does an executive summary inform others about your business?

**Enduring Understandings:**

- Product strategy is what your product should achieve, as determined through a strategic vision and the strategy should consider the four p's of marketing, pricing, product, promotion, and place.
- Because the executive summary is the first page of a business plan, it is the first part of a plan that investors read, making it crucial for success; it should be completed last to reflect the considerations made throughout the plan to properly introduce your business.

## Objectives

**Students Will Know:**

- Vocabulary Terms including but not limited to: marketing mix, product, place, promotion, price, executive summary, organizational plan, operational plan, product strategy, strategic vision, Brand, Package, Label, Product Positioning, Product Mix, Channel Distribution, Psychological Pricing, Prestige Pricing, Odd/Even Pricing, Price Lining, Promotional Pricing, Discount Pricing, Price Skimming, Penetration Pricing, Image, Preselling, Campaign, Promotional Mix, Advertising, Publicity, Growth, Risk, Contingency Plan
- The 4 P's make up the marketing mix.
- An organizational plan outlines the ownership structure, human resources policies, and insurance of a business.
- Marketing is much more than just advertisements.
- Contingency plans show awareness of potential risks that could face a company and a company's plan of how to address them.

- Advertisements are made to target a target market and not necessarily everyone in the world.
- There are many different pricing strategies that can get consumers to buy your product.
- What a growth plan is and why preparing for growth is important.
- Writing an effective executive summary is essential to having a strong business plan.
- The different types of pricing strategies including psychological pricing, price lining, discount pricing, price skimming and when they are applied.
- The benefits and detriments to different types of company ownership.

**Students Will Be Skilled At:**

- Making a contingency plan that reflects awareness of potential risks.
- Writing an effective executive summary for a business plan.
- Writing a marketing plan that organizes the marketing techniques of a company.
- Creating an organizational plan to explain the structure of a company.
- Analyzing pricing strategies to find what will work best for your company in your industry.
- Creating a promotion strategy to attract your target market and interest the consumers.
- Making a place strategy that finds a location and distribution chain that will be successful.
- Investigating possible chances for growth and making a growth plan.
- Writing a well written Executive Summary to entice possible investors.

## Learning Plan

**The Price is Right**: Students will be presented with different products and work with their group to make an educated guess on their price, considering how much they think costs are, value pricing, and promotion. Students will then look into the actual price of the good, examining cost-revenue per unit to gain a sense of pricing.

**Examining Competitors' Marketing Mix:** Students will apply the four P's of the marketing mix to start to differentiate their own business plan. Students will examine how competitors promote their product, set a price, determine a location or place, and the ways they make their product stand out. Students will use their findings to compare their product and ways they can differentiate.

**Pricing Research:** Students will determine pricing for their product after completing pricing research. Students will evaluate value pricing for similar products or services, prestige pricing, psychological pricing and consider discount pricing for their product or service. Students will consider their pricing based on the type of good or service they are providing, if there are different tiers to their product, and costs to determine a price based on their research.

**Location, location, location:** Students will consider the "place" of their business by evaluating the benefits and detriments of both e-commerce and brick and mortar stores. Students will first consider their target market and how they most commonly shop, and then research and report on the benefits and detriments to having a fully online business versus a storefront and website. Students will make their own determination on location based on their product, costs, and target market.

**Business Plan Phase Five: Marketing Plan:** Students will create a marketing plan for their business using the marketing mix. Students will outline their promotional plan, ideal location, pricing, and product features in their marketing plan based on their research. Students will also create an advertisement with a logo for their business, which will be added to their business plan.

**Creating a Strategic Plan:** Students will consider their goals for their company, how they will allocate resources, the objectives of employees and management, and how they plan to track progress. Students will create their plan to outline these aspects of their business and consider potential roadblocks. Students will provide explanations for why they made certain decisions regarding their strategic plan.

**Contingency Plan Scenarios:** Students will pick a scenario at random that they did not prepare for that could negatively impact their business. Students will then work in pairs to determine a contingency plan to provide solutions to the issue they were given. Students will then share their solutions and make connections to their own business plan and how they can better prepare for unexpected situations.

**Operational Planning Jigsaw:** Students will be split up to learn about different aspects of an operational plan. Students will focus on either the components of an operational plan (personnel, departments, locations, deadlines, budgeting), the steps to creating an operational plan (strategic planning, identifying company goals, documenting and tracking progress), or how to implement an operational plan (create a strategy, meet with teams, identify strategy weaknesses, communicate changes). Students will share their findings with other group members, explain how each step is important to the planning process, and reflect on how to apply an operational plan to their business plan.

**Growth Plan Blueprint:** After learning about growth plans, students will consider their own goals for their potential business. Students will create a growth plan "roadmap" to outline their growth objectives, strategies, potential resources needed, and projections.

**Business Plan Phase Six: Strategic and Operational Planning Finalization:** After learning about and brainstorming their strategic and operational plans, students will create their strategic, operational, and growth plans for their business presentation. Students will outline their goals for how day-to-day and long term operations for their company will operate, how they plan to manage their company, and their goals for their companies future.

**Business Plan Phase Seven: Executive Summary:** Students will reflect on their business plan and create an executive summary to provide a first look at their proposal. Students will highlight the major takeaways of their business proposal, including an overview of their business, how it addresses a problem or provides a solution, supporting data for why their product would be beneficial, and clearly defined conclusions that support the effectiveness of their product.

**Business Plan Presentation Preparation:** Students will create a business plan presentation and handout in preparation for their E-Leap presentations. Students will utilize the seven phases of their business plan to create a concise, yet informative and effective presentation that promotes their business plan. Students will create a corresponding handout that outlines the company's goals and initiatives, marketing strategy, operational and strategic plans, and product plan. Students will utilize instructor and peer feedback to make adjustments to their business plan.

**E-Leap Presentations:** Students will present their business plans to community stakeholders to try to bring their product to the market. Students will address why their product should be brought to the market, their target market, how they plan to bring their product to the market, operate their business, and growth for the future. Students will address stakeholder questions regarding their product and show their ability to pitch a product and respond to real-time feedback.

## Assessment

When taking a Business Management and Information Technology course, students demonstrate differentiated proficiency according to their ability to answer the essential questions through formative and summative assessments. Many of the performance tasks below can be implemented as formative and/or summative assessments. As teachers strive for students to demonstrate proficiency, they will need to create additional or alternative assessments based on demonstration or absence of skill.

**Formative Assessments:**

- Do Nows/Exit Slips
- Homework
- The Price is Right Analysis

- Examining Competitor's Marketing Mix
- Pricing Research
- Location Analysis
- Contingency Plan Scenarios
- Creating a Strategic Plan
- Operational Planning Jigsaw
- Growth Plan Blueprint
- Business Plan Presentation Preparation

**Summative Assessments:**

- Business Plan Phase Five: Marketing Plan
- Business Plan Phase Six: Strategic and Operational Plan
- Business Plan Phase Seven: Executive Summary
- E-Leap Presentation

**Alternative Assessments:**

Students will research a company from Shark Tank and track their progression both prior to and since being on the show. Students will evaluate their initial business idea, plans for growth of their business, and the extent to which the business has been successful since gaining notoriety.

## Materials

The design of this course allows for the integration of a variety of instructional, supplemental, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available In addition to the materials below, the following link connects to district approved textbooks and resources utilized in this course:Core Book List.

The following are approved resources that teachers can include to further unit related objectives:

Entrepreneurial LEAP by Gino Wickman

How to Price a Product (NerdWallet)

How to Choose a Business Location (NerdWallet)

The Ultimate Logo Guide (Adobe)

How to Create an Organizational Plan (Indeed)

How to Make an Operational Plan (With Steps and Examples) (Indeed)

How to Write a Business Growth Plan (Business)

Why is Strategic Planning Important? (Harvard Business School)

Executive Summary- What Is It, Importance, Components (CFI)

Write Your Business Plan Guide (U.S. Small Business Administration)

Any additional resources that are not included in this list will be presented to and reviewed by the supervisor before being included in lesson plans. This ensures resources are reviewed and vetted for relevance and appropriateness prior to implementation.

## Integrated Accommodations and Modifications

This link includes content specific accommodations and modifications for all populations:

https://docs.google.com/spreadsheets/d/1g8M7CZ5VVwvFk2Ay9DZbjdewOYDyNOzpNeEBgSXPvr0/edit?usp=sharing

These additional strategies are helpful when learning Business Management and Information Systems content

and skills:

- Bold terms in directions.
- Read texts aloud for students to assist in comprehension and analysis.
- Provide opportunities for text-to-speech for written responses.
- Use visual presentations of all materials and instructions.
- Provide step-by-step instructions for research tasks and data analysis.
- Providing graphic organizers for writing tasks such as strategic plans, organizational plans, growth plans, and executive summaries.
- Model of practices to support student understanding.