

# Unit 07: Growing Your Business (6 weeks)

Content Area: **Business**  
Course(s):  
Time Period: **Full Year**  
Length: **FY**  
Status: **Published**

## Standards Alignment

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CRP.K-12.CRP1.1 Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

## New Jersey Student Learning Standards

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AAAA.K-12.1 Inquire, think critically, and gain knowledge.  
AAAA.K-12.1.1 Skills  
AAAA.K-12.1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects, and make the real-world connection for using this process in own life.  
AAAA.K-12.1.1.2 Use prior and background knowledge as context for new learning.  
AAAA.K-12.1.1.4 Find, evaluate, and select appropriate sources to answer questions.

## Integration of Career Readiness, Life Literacies and Key Skills

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9.3.12.BM Business Management and Administration  
9.3.12.BM-MGT General Management  
9.3.12.BM-MGT.7 Plan, organize and manage an organization/department to achieve business goals.  
9.3.12.BM-MGT.8 Create strategic plans used to manage business growth, profit and goals.  
CRP.K-12.CRP1 Act as a responsible and contributing citizen and employee.  
CRP.K-12.CRP2 Apply appropriate academic and technical skills.  
CRP.K-12.CRP3 Attend to personal health and financial well-being.  
CRP.K-12.CRP4 Communicate clearly and effectively and with reason.  
CRP.K-12.CRP5 Consider the environmental, social and economic impacts of decisions.  
CRP.K-12.CRP6 Demonstrate creativity and innovation.  
CRP.K-12.CRP7 Employ valid and reliable research strategies.  
CRP.K-12.CRP8 Utilize critical thinking to make sense of problems and persevere in solving them.  
CRP.K-12.CRP9 Model integrity, ethical leadership and effective management.  
CRP.K-12.CRP10 Plan education and career paths aligned to personal goals.

CRP.K-12.CRP11

Use technology to enhance productivity.

CRP.K-12.CRP12

Work productively in teams while using cultural global competence.

## **Technology / Integration of Computer Science and Design Thinking**

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TECH.8.1.12

Educational Technology: 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.

TECH.8.1.12.A

Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.

TECH.8.1.12.A.1

Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.

TECH.8.1.12.A.2

Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

## **Interdisciplinary Connections: NJSLs for ELA, Social Studies, Science and/or Math Section**

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### **Capacities of the Literate Individual**

#### **Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language**

They demonstrate independence.

They build strong content knowledge.

## **Integration of Diversity, Equity and Inclusion; Climate Change; Informational and Media Literacy**

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see Crosswalks

## **21st Century Life and Careers**

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CRP.K-12.CRP3.1

Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

## **Stage I: Desired Results**

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## **Transfer/Overview/Rationale**

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### **Transfer / Overview / Rationale**

#### Unit Rationale

The purpose of this unit...

Risk management helps to grow your business both ethically and socially.

## **Meaning**

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## **Essential Questions**

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### Essential Questions

What are the risks a business faces and how do you avoid them?

What social responsibilities does a company have and how do they deal with ethical issues?

How do you evaluate the three primary methods for growing your business?

## **Enduring Understanding/Indicators of Understanding**

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### Enduring Understanding/Indicators of Understanding

Risk is a fact of life for entrepreneurs..

All entrepreneurs must evaluate the three primary methods for growing their business..

## **Acquisition (Student Learning Objectives)**

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### **Knowledge**

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Knowledge

Students will know...

1. Identifying Business risks.
2. Dealing with risk.
3. The three primary methods for growing your business.
4. Challenges of expansion.
5. The relationship between entrepreneurs and social responsibility.
6. How to develop a code of ethics.

### **Skills**

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Skills

Student will be skilled at ...

1. Describing speculative risk and why risk is inevitable.
2. Describing three categories of pure risk.

3. List the four risk management strategies.
4. Explaining the integrative growth strategies that can be used to expand a business within its industry.
5. List the types of growth funding.
6. How businesses contribute to communities.
7. Define ethics and ethical behavior.
8. List special ethical problems that entrepreneurs face.

### **Stage 3: Learning Plan**

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### **Resource and Mentor Texts**

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#### Resources and Mentor Texts

Entrepreneurship and Small Business Management Teacher Textbook

Internet

Youtube.com

Shark tank

## **Formative Assessment Strategies**

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Formative Assessment Strategies

Review activities

Key concepts

Oral/written responses

Test/quiz

Participation

Class activities

Research

## **Learning Activities/Unit of Study**

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Learning Activities/Unit of Study

Warm up activities

Class discussion

Teaching activities

Group activities

Critical thinking

Internet

Student notes and tests/quizzes

Student presentations

## **Modifications and/or Accommodations**

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### **Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)**

#### **English Language Learners**

**Native language support:** The teacher provides auditory or written content to students in their native language.

**Adjusted Speech:** The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

**Visuals:** The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

**Front-Loading Vocabulary:** The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

#### **Special Education Students**

**Chunking:** The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

## Students with 504 Plans

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## Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

## Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers.

Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.