

Unit 03: Turning an Idea into a Business (7 weeks)

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

Standards Alignment

CRP.K-12.CRP6.1 Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

New Jersey Student Learning Standards

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.

Integration of Career Readiness, Life Literacies and Key Skills

9.3.12.BM Business Management and Administration
9.3.12.BM-MGT General Management
9.3.12.BM-MGT.2 Access, evaluate and disseminate information for business decision making.
9.3.12.BM-MGT.3 Apply economic concepts fundamental to global business operations.
9.3.21.BM-MGT.1 Describe and follow laws and regulations affecting business operations and transactions.
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.

Technology / Integration of Computer Science and Design Thinking

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: NJSL for ELA, Social Studies, Science and/or Math Section

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

see Crosswalks

21st Century Life and Careers

CRP.K-12.CRP11.1	Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
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Stage I: Desired Results

Transfer/Overview/Rationale

Transfer / Overview / Rationale

Unit Rationale

The purpose of this unit...

Entrepreneurship, small business, business planning, finance, government agencies affect our business ventures.

Meaning

Essential Questions

Essential Questions

What is a business plan?

How do you analyze your market?

How do you acquire funding?

Enduring Understanding/Indicators of Understanding

Enduring Understanding/Indicators of Understanding

Developing a business plan helps define your business goals.

Areas of analysis help define areas of analysis and conduct effective industry and market research.

Develop a customer's profile, estimate demand, and increase your chance for success.

Acquisition (Student Learning Objectives)

Knowledge

Knowledge

Students will know...

1. The importance of defining a prospective business by writing a clear and concise business concept.
2. How a feasibility study can be used to test a key concept in the marketplace.
3. How to conduct an effective market research.
4. The sole proprietorship and partnership legal forms.
5. The legal issues facing start-ups.
6. Handling government regulations.
7. The community and site selection.
8. The layout planning.

Skills

Skills

Student will be skilled at ...

1. Identifying and describing the components and formats of a business plan.
2. Describe how to professionally package and present a business plan.
3. Identify a customer profile and customer needs analysis.
4. Identify which legal form is best before organizing a new venture.
5. Explain how to protect your intellectual property.
6. Discuss the tax laws that apply to a new venture.
7. Identify the factors used in considering selecting a business site.
8. Describe the layout needs for each type of business.

Stage 3: Learning Plan

Resource and Mentor Texts

Resources and Mentor Texts

Entrepreneurship and Small Business Management Teacher Textbook

Internet/Research "Patent Infringements"

Youtube.com

Shark tank

Formative Assessment Strategies

Formative Assessment Strategies

Review Activities

Key Concepts

Oral/written responses

test/quiz

Class participation

Research

Learning Activities/Unit of Study

Learning Activities/Unit of Study

Warm up activities

Class Discussion

Teaching Activities

Group Activities

Critical thinking

Internet research

Student notes and tests/quizzes.

Presentations

Modifications and/or Accommodations

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.