| ***Entrepreneurship: Unit 2 - Creating a Business Plan***  ***Weeks 9-16 - November to December (31 Days)*** | | | | | |
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| **Targeted Standards** (Write the overall NJSLS standards that are most applicable to this unit.).  **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). | | | | | |
| **Rationale and Transfer Goals** :  This unit is focused on written communication, specifically on creating a vital business document: the Business Plan. Students will imagine, conceive, map out, and design their own unique business, that they will build from the ground up. They will work incrementally to build a formal Business Plan, which will include several components the class will work on together. Writing a business plan teaches provides many examples of good and bad  versions and exposes students to real business writing, and modeling good business communication. | | | | | |
| **Enduring Understandings:** What are the most essential conclusions that students should be guided towards throughout this unit?  A business plan is a guide and roadmap to how your business will secure funding and succeed amongst competition.  A mission statement is a summary of the company’s goals and what your company does for its customers, employees, and owners.  A business plan analyzes all segments of your business to find potential strengths and weaknesses of your business.  A well-written business plan can help secure funding for investors by providing market and financial information to assess risk.  A business plan is not a one-time document - it gets updated frequently as you adapt to a constantly evolving business climate. | | | | | |
| **Essential Questions**: What are the questions that will guide critical thinking about the content of this unit? Essential questions should, in part, be thought-starters toward the enduring understandings.  What is a business plan?  What is a mission statement?  How does a business plan allow you to analyze the feasibility of a potential business?  How does each section of a business plan play a critical role in planning out your business?  How does a business plan help you secure funding with potential investors and/or partners? | | | | | |
| **Content/Objectives** | | | **Instructional Actions** | | |
| **Content**  ***What students will know*** | **Skills**  ***What students will be able to do*** | | **Activities/Strategies**  ***How we teach content and skills*** | | **Evidence (Assessments)**  ***How we know students have learned*** |
| * Definition and uses of a business plan. * Making realistic business promises. * Analyzing markets and competition. * Developing a start-up budget for a business plan. * Creating a marketing plan of how your business will be promoted. | * Think, reflect, create, and collaborate toward formal projects that engage real-world business expectations. * Use Google Classroom and Google Drive applications. * Write in an organized manner in the form of a full business plan. * Occasionally work in teams to enhance the creative process and work with others. | | * Researching and Web Quests. * Business Plan Overview * Business Plan Executive Summary Activity * Industry Analysis Activity * Floor Plan Activity * Classroom oral discussions. * Independent writing. * Role play. * Reflection. | | **\*\*Specific assessments must be linked to this document**   * Rubrics. * Exit Tickets. * Challenge Question participation. * Analysis of student reflections. * Analysis of each Business Plan section. * Teacher observations and reflections. * [Final Business Plan](https://docs.google.com/document/d/1MSgo-zXFMIPsioBdc3_nHl9BdJjbpspctZlAb6Y7Z_Q/edit?usp=sharing) * Formal data from activities. |
| **Spiraling for Mastery**  **Where does this unit spiral back to other units from this or previous years**  **in order to ensure that students retain mastery of what they’ve learned?** | | | | | |
| **Content or Skill for this Unit** | | **Spiral Focus from Previous Unit** | | **Instructional Activity** | |
| * Creating a business plan. * Industry Analysis. * Marketing Strategy. * Financial Projections. | | * Characteristics of successful entrepreneurs. * Creativity and innovation process. | | * Challenge Questions. * Mini Paragraphs/Sentence Starters. * Use of Google Classroom and Google Drive applications. | |
| **21st Century Skills:** What are the [21st Century Skills](http://www.p21.org/about-us/p21-framework) that are a part of this unit, and where are they experienced?  CRP1. Act as a responsible and contributing citizen and employee.  CRP3. Attend to personal health and financial well-being.  CRP4. Communicate clearly and effectively and with reason.  CRP5. Consider the environmental, social and economic impacts of decisions.  CRP6. Demonstrate creativity and innovation.  CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.  CRP9. Model integrity, ethical leadership and effective management.  CRP10. Plan education and career paths aligned to personal goals.  CRP11. Use technology to enhance productivity.  In the literacy block, students will be making judgments and decisions, implementing innovations, thinking creatively, work creatively, communicate clearly, collaborating with others, using visual literacy, applying scientific and numerical literacy, using cross-disciplinary thinking, applying basic literacy, accessing and evaluating information, using and managing information, creating media products, and applying technology effectively. | | | | | |
| **Key resources:** What are the resources that are essential for this unit (may also be listed in “Activities/Strategies”)?   * BPlans Sample Business Plans (bplans.com) * Quizizz * Google Classroom * Google Docs * Nearpod * Note cards | | | | | |
| **Interdisciplinary Connections:**  **Social Studies** - Students will analyze the impact of technology on starting a business/ 6.1.12.EconNE.16.a: Make evidenced-base inferences regarding the impact of technology on the global workforce and on entrepreneurship.  **English Language Arts -** Students will analyze different types of information from the Bureau of Labor Statistics and other industry related information for their business plans/RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. | | | | | |