| ***Entrepreneurship: Unit 3 - Business Portfolio***  ***Weeks 9-16 - January (18 Days)*** | | | | | |
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| **Targeted Standards** (Write the overall NJSLS standards that are most applicable to this unit.).  **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.IML.9:** Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4). | | | | | |
| **Rationale and Transfer Goals** :  This unit exposes students to the Marketing Portfolio, and the focus of this set of assignments will be how to promote the students’ businesses through effective marketing. Students will learn to create several kinds of marketing documents, all of them requiring good business writing, effective document design, and intermediate word processing skills. Students will create documents one at a time, then compile them into their portfolio. | | | | | |
| **Enduring Understandings:** What are the most essential conclusions that students should be guided towards throughout this unit?  Marketing is how businesses promote their brand, products, and/or services.  The concepts of Product, Price, Place, and Promotion (4 P’s) guide all business marketing activities.  Many successful businesses use flyers, online ads, social media, and business cards as marketing activities.  A business presence on social media is a crucial and relatively inexpensive aspect of the marketing mix. | | | | | |
| **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 marketing?  What are the 4 P’s of Marketing?  How do businesses successfully promote themselves in a world full of competition?  How has social media changed the marketing plan? | | | | | |
| **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*** |
| * What is marketing? * 4 P’s of Marketing (Product, Price, Place, and Promotion). * Creating effective marketing pieces to promote products or services. * The role of social media in the marketing mix. | * 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 marketing promotions. * Occasionally work in teams to enhance the creative process and work with others. | | * Researching and Web Quests. * 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. * Teacher observations and reflections. * [Final Exam](https://docs.google.com/document/d/1UtRdJpsZaJnfVT4rEhFpuQ637ZbdQqYj9vD8v6xzG3w/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** | |
| * Business Plan knowledge - including the Marketing Plan. * Knowledge of advertisements and media. | | * Business Plan knowledge - including the Marketing Plan. * 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?  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.  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) * Sample Marketing Activities (commercials, flyers, banner ads, etc.) * Quizizz * Google Classroom * Google Docs * Nearpod * Note cards | | | | | |
| **Interdisciplinary Connections:**  **Social Studies** - Students will analyze the impact of social media on the marketing mix. / 6.2.12.EconGE.6.c: Relate the rise of the Internet and social media to the global economy.  **Art -** Use creativity to design marketing pieces to successfully promote your product and/or service / 1.2.12prof.Cr1b: Organize and design artistic ideas for media arts productions. | | | | | |