| ***Intro to Business: Entrepreneurship and Marketing***  ***Weeks 9-16 - November to December (31 Days)*** | | | | | |
| --- | --- | --- | --- | --- | --- |
| **Targeted Standards** (Write the overall NJSLS that are most applicable to this unit. For grades 6-8 in subjects other than ELA/English, be sure to include relevant [companion standards](https://www.state.nj.us/education/cccs/2016/ela/)).  **9.2.12.CAP.22:** Compare risk and reward potential and use the comparison to decide whether starting a business is feasible.  **9.4.12.CI.1:** Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).  **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.  **6.1.12.EconNE.16.a** Make evidenced-based inferences regarding the impact of technology on the global workforce and on entrepreneurship. | | | | | |
| **Rationale and Transfer Goals**:  This unit provides an overview of marketing and entrepreneurship, including becoming an entrepreneur, evaluating the market, running a business and franchise ownership. Students will learn about the effort required to be an entrepreneur as they investigate characteristics, the difference between a boss and an employee, how entrepreneurship is a choice for women and minorities, the "path" to entrepreneurship, ways of becoming a business owner, and how to recognize business opportunities. Students will also evaluate the market to understand why it is important for entrepreneurs to know their markets as they define market segments, customers wants, customer feedback, why businesses should be involved in community, and finding the right facility. Finally, students will learn about the struggles to maintain a profitable business and the importance of short-term and long-term planning as they explore profit and loss topics including opportunity cost, marginal benefit, marginal cost, total revenues and total expenses.  For marketing, students will learn about product planning, principles of marketing, the marketing mix, and content marketing. Students will learn product planning as they discuss the product life cycle, identify ways to manage the product mix, classify products as goods or services and as consumer or B2B products, discover the role of branding in building loyal customers, and recognize multiple purposes for product packaging. Then, students will apply the principles of marketing as they describe marketing and how it has evolved, discuss buyer behaviors, understand marketing plans, market segmentation and the 4-P's of the marketing mix and identify types of economic utility and some positive and negative impacts of marketing. | | | | | |
| **Enduring Understandings:** What are the most essential conclusions that students should be guided towards throughout this unit?  An entrepreneur is someone who recognizes a business opportunity and organizes, manages, and assumes the risks of starting and operating a business.  Entrepreneurs recognize business opportunities by evaluating the market for customer needs or wants and/or a lack of a product or service in a community.  Maintaining a profitable business is a struggle and requires short and long-term planning to be successful.  Marketing is a complex business function that includes much more than just sales and advertising.  An effective marketing mix should be focused around customer needs.  Content marketing helps businesses reach and identify a target audience and measure their success. | | | | | |
| **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 an entrepreneur? * How do entrepreneurs recognize business opportunities? * How do entrepreneurs have continued success after starting a business? * What is marketing? * What is the marketing mix? * What is content marketing and how is it’s success measured? | | | | | |
| **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 the definition of an entrepreneur? * How entrepreneurs evaluate the market to define markets and customers in a community. * Profit and Loss * Planning for short-term and long-term goals of a business. * The marketing process begins before a product or service exists and is ongoing through the life of a product or service. * An effective marketing mix should be based around customer needs,   embracing the marketing concept.   * How logos and brand recognition lead to higher sales. * Product Life Cycle * Classification of Products. * Market Segmentation. | * Research a famous entrepreneur. * Compare the differences between a boss and an employee. * Compare and contrast the risks and benefits of starting a business, buying a business, or purchasing a franchise. * Learn the importance of collecting customer feedback and why it is important. * Discuss ways to properly handle negative customer feedback. * Define who the competition is for a business. * Understand the benefits of networking with other businesses. * Define Marketing and its importance to success. * Discuss brand recognition. * Identify companies that have had personal impact. * Recognize the value of a marketing plan. * Explain the strategy of target marketing. * List factors to consider for market segmentation. * Identify the elements of the marketing mix. * Identify the basic steps of content marketing. | | * Scenarios and Case Studies. * Class Discussion. * Current Events. * Research a famous entrepreneur to learn about their success. * Investigate the path to entrepreneurship through research. * Research the requirements for opening a franchise of their choice. * Logo Identification activity. * Juice Box Package Design activity. * Game Show marketing review activity. * IMAX Theater marketing project. * Reflection questions and discussion. | | * Rubrics. * Exit Tickets. * Challenge Question participation. * Worksheets * Teacher observations and reflections. * Analysis of student reflections. * Quiz. * Unit Test * Quarterly Assessment. * 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** | |
| * Entrepreneurship * Marketing | | * How management relates to entrepreneurship and running a business. * Providing excellent customer service. * Recall proper writing skills and use of thesis sentences. * Basic understanding of business. | | * 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? Use [NJSLS Standard 9](https://www.state.nj.us/education/aps/cccs/career/) to document standards taught and associated activities. Be sure to embed specific standards that are used; don’t simply paste all of the standards into this section.  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.  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”)?   * Applied Educational Systems Business&ITCenter21 Learning Management System. * Quizizz. * Google Classroom. * Google Docs. * Nearpod. * Personal dry erase boards. * Note cards. | | | | | |
| **Interdisciplinary Connections** What are some reinforcing connections that the work in this unit makes to other disciplines and subjects? Write specific standards from other disciplines. For example, if connecting to an ELA concept such as “determining central ideas or themes”, *document that specific ELA standard*.    **Social Studies** - Students will analyze the impact of technology on starting a business/  **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/ | | | | | |