

# Grade 8 Tech Tank Curriculum

Content Area: **Mathematics**  
Course(s): **Language Arts**  
Time Period: **1st Marking Period**  
Length: **Marking Period**  
Status: **Awaiting Review**

## Title Page, Table of Contents, Statement of purpose

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Tech Tank

Sayreville Middle School

Elective: Quarterly

Date of Board Approval:

Curriculum Writer(s): Nicole DelPopolo, Ryan Donegan

### **Table of Contents:**

### **Statement of Purpose.....**

The enclosed Language Arts Literacy and Mathematics course is for general education 8th grade students. Students will begin the curriculum by learning an overview of career pathways and being introduced to the steps of entrepreneurship. This includes comparisons between goods and services and building a business plan. Within the subsequent units, students learn about market analysis and pricing. In addition, the students will compile data in a spreadsheet and analyze their profits and losses in weekly business updates. They will use this data to prepare a presentation or “pitch” which they will offer an equity share of their business for a predetermined cost. They will then make public presentations and reflect on their experience.

### **Table of Contents:**

Unit 1 - Introduction to Career Pathways and Building your Business

Unit 2 - Analyzing and Working with Data to Grow Your Business

Unit 3 - Preparing Your Pitch for Success

Unit 4 - Securing the Future of Your Company

- The use of various formative assessments is encouraged in order to provide an ongoing method of determining a student's current level of understanding of the presented material.
- Homework, when assigned, should be relevant and reflective of the teaching taking place in the classroom.
- Organizational strategies that emphasize the students' ability to comprehend and apply the material should be put in place.
- Instruction should be differentiated to allow students the best opportunity to learn.
- Assessments should be varied and assess topics of instruction delivered in class.
- Modifications to the curriculum should be included in order to accommodate students with Individualized Educational Plans (IEP), English Language Learners (ELL), and those requiring other modifications (504 plans)

# Unit 1: Introduction to Career Pathways and Entrepreneurship

Content Area: **Mathematics**  
Course(s): **Computer Science (IS)**  
Time Period: **1st Marking Period**  
Length: **1.5-2 weeks**  
Status: **Published**

## Summary of the Unit

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In this introduction, students will be introduced to what an entrepreneur does and is responsible for when starting a business. They will view and develop business plans complete with logos, advertisements, and an understanding of their products. Students will also determine the difference between goods and services and decide what direction they will make their own creative company.

## Enduring Understandings

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By introducing the students to the world of being an entrepreneur students will gain an understanding of different careers and more importantly how the world works in terms of business. Developing a business plan will allow them to utilize not only writing skills but also collaboration skills in working with their peers in project management groupings.

## Essential Questions

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- Why is understanding the differences between goods and services important in building a successful business?
- How does your understanding of the career clusters help formulate your business plan?
- How can you use the traits learned of a successful entrepreneur to show similarities and differences between your own personalities.

## Summative Assessment and/or Summative Criteria

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Summative Assessment: Complete and hand in a comprehensive Business Plan, complete with all the requirements outlined through the unit.

## **Resources**

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Career Clusters: <https://www.youtube.com/watch?v=nra5WPhDCQU>

Career Clusters: <https://www.nj.gov/education/cte/secondary/clusters/>

Slides on Career Cluster: Business and Manufacturing: <https://slideplayer.com/slide/7637278/>  
and <https://slideplayer.com/slide/13746502/>

Slides on Career Cluster: Finance and Marketing:

<https://slideplayer.com/slide/15497648/> and <https://slideplayer.com/slide/13756150/>

-Entrepreneur Mini Lesson: Scholastic Lesson:

[https://www.scholastic.com/sharktank/pdfs/Shark\\_Tank\\_Lesson\\_1\\_Entrepreneurship.pdf](https://www.scholastic.com/sharktank/pdfs/Shark_Tank_Lesson_1_Entrepreneurship.pdf)

-Shark Tank Video Focus: Creating a Business

[https://www.youtube.com/watch?v=BaUkuszb7dg&list=PL88vr8QZyPAfd8LABOeluRXtlOBt\\_FKJn1.&index=4](https://www.youtube.com/watch?v=BaUkuszb7dg&list=PL88vr8QZyPAfd8LABOeluRXtlOBt_FKJn1.&index=4)

-Good vs Services mini lesson: [https://www.youtube.com/watch?v=Yxibq\\_vskRA](https://www.youtube.com/watch?v=Yxibq_vskRA)

-Business Plan Mini Lesson:

Scholastic: [https://www.scholastic.com/sharktank/pdfs/Shark\\_Tank\\_Lesson\\_2\\_Business\\_Plan.pdf](https://www.scholastic.com/sharktank/pdfs/Shark_Tank_Lesson_2_Business_Plan.pdf)

Shark Tank Video: Logo Focus

[https://www.youtube.com/watch?v=Frro-4hm7tY&list=PL88vr8QZyPAfd8LABOeluRXtlOBt\\_FKJn&index=11](https://www.youtube.com/watch?v=Frro-4hm7tY&list=PL88vr8QZyPAfd8LABOeluRXtlOBt_FKJn&index=11)

Worksheets: Resources Folder in Curriculum

## **Suggested Modifications for Special Education, ELL and Gifted Students**

\*Students needing assistance with breaking down long-term assignments will receive regular teacher/student check-ins and additional support.

\*Collaborative activities will include high/low grouping to provide peer support.

\*Higher level students will receive enrichment materials, as needed, and will be counted on to provide support to peers.

\*Lower level students will receive supplemental materials, as needed, and will receive peer support.

\*Research activities and written assignments will be modified, as needed, based on 504 and IEPs.

\*Redirection of students as needed.

\*Updates from RTI and I &RS will be updated regularly.

## **Topic/Selection**

<b>Topic/Selection Time Frame</b>	<b>Objectives</b>	<b>Instructional Activities</b>	<b>Assessments</b>	<b>Standards</b>
Introduction to Business and Developing Ideas	<p>SWBAT</p> <p>-construct a word web using the term business as the starter.</p> <p>-discuss the importance of Career</p>	<p>- word web of what comes to mind with the term business.</p> <p>-View video on Career Clusters: <a href="https://www.youtube.com/watch?v=nra5WPhDCQU">https://www.youtube.com/watch?v=nra5WPhDCQU</a></p> <p>-view notes and Slides on Career Cluster: Business and Manufacturing: <a href="https://slideplayer.com/slide/7637278/">https://slideplayer.com/slide/7637278/</a> and <a href="https://slideplayer.com/slide/13746502/">https://slideplayer.com/slide/13746502/</a></p> <p>-discuss the careers that come from Business and Manufacturing</p> <p>-view notes and Slides on Career Cluster: Finance and Marketing:</p>	<p>- complete Career Clusters Survey (Resources: Worksheets)</p> <p>-research based assessment on Business and Manufact</p>	<p>Tech</p> <p>8.1.8.F.C S2</p> <p>LA.RI 8.1</p> <p>LA.RI8.4</p> <p>LA.SL8.1 A</p> <p>LA.SL8.1 C</p> <p>LA.W.8.7</p> <p>LA.W.8.8</p> <p>CAEP.9.2.8.B.4</p> <p>Tech</p> <p>8.1.8.C.C S2</p> <p>MA.7.EE.B.3</p>

<p>Clusters</p> <p>-choose answer to a Career Cluster survey to gain an understanding of where one fits in the business world.</p> <p>-analyze more closely the Clusters of Marketing, Finance, Manufacturing, and Business through complimentary presentations</p> <p>-research Career Clusters Marketing, Finance, Manufacturing, and Business to gain a</p>	<p><a href="https://slideplayer.com/slide/15497648/">https://slideplayer.com/slide/15497648/</a> and <a href="https://slideplayer.com/slide/13756150/">https://slideplayer.com/slide/13756150/</a></p> <p>-discuss the careers that come from Finance and Marketing</p> <p>-Entrepreneur Mini Lesson: Scholastic Lesson: <a href="https://www.scholastic.com/sharktank/pdfs/Shark_Tank_Lesson_1_Entrepreneurship.pdf">https://www.scholastic.com/sharktank/pdfs/Shark_Tank_Lesson_1_Entrepreneurship.pdf</a></p> <p>1. Ask students to define the word “entrepreneur” (someone who takes a calculated risk to create a new business, often by innovating a new solution to a problem or need). Given that most new businesses fail, successful entrepreneurs tend to be persistent and tenacious in the face of obstacles.</p> <p>2. Divide the class into small groups. Explain that each group will research a different entrepreneur. Hand out the Study a Star Entrepreneur activity sheet and the Entrepreneur Bios.</p> <p>3 Once students have finished reading and taking notes independently, have them share what they learned with their group.</p> <p>-Video Day: Focus: Creating a Business</p> <p>View video as a class <a href="https://www.youtube.com/watch?v=BaUkusz7dg&amp;list=PL88vr8QZyPAfd8LABOeluRXtIOBt_FKJn1.&amp;index=4">https://www.youtube.com/watch?v=BaUkusz7dg&amp;list=PL88vr8QZyPAfd8LABOeluRXtIOBt_FKJn1.&amp;index=4</a></p> <p>Centers:</p> <p>1. Complete Video Day Worksheet (Resources: Worksheet)</p> <p>2. Meet with Teacher Discussion</p> <p>3. Business Practice Word Problems</p> <p>-Good vs Services mini lesson: <a href="https://www.youtube.com/watch?v=Yxibq_vskRA">https://www.youtube.com/watch?v=Yxibq_vskRA</a></p>	<p>uring</p> <p>-research based assessment on Finance and Marketing</p> <p>- Entrepreneur Activity Mini Lesson: Scholastic:</p> <p>4 Have each group briefly report on the entrepreneur they studied using their notes for reference. Group members can split up the questions and present on the areas they researched. Direct the class to take notes as</p>	
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<p>deeper understanding of these four sections.</p> <p>-define the term entrepreneur</p> <p>-work collaboratively to research and read about famous entrepreneurs</p> <p>-present orally information regarding different entrepreneurs</p> <p>-view Shark Tank video(s) for specific focus</p> <p>-discuss with small group and teacher</p>	<p>-Venn Diagram: Goods and Services</p> <p>-Business Plan Mini Lesson: Scholastic:  <a href="https://www.scholastic.com/sharktank/pdfs/Shark_Tank_Lesson_2_Business_Plan.pdf">https://www.scholastic.com/sharktank/pdfs/Shark_Tank_Lesson_2_Business_Plan.pdf</a></p> <p>1. Ask students to share what they think a business plan is. Now ask why they think it's important for an entrepreneur to write a business plan, and have them work as a class to brainstorm ideas for the components they think would be important to include in one.</p> <p>2 Explain to students that effective business plans must have these components: • Business description (an explanation of what the business will be and the need it will fill for consumers) • Market analysis (a study of the competition in the industry) • Marketing and sales strategy (a plan for how to sell the business's services or products and convince people to buy them) • Funding requirements (an estimate of how much money will be needed to make the company successful) • Financial projections (an estimate of how much money the company will be able to make) Read and discuss a sample business plan as a class.</p> <p>Logo and Slogan:  Discuss and match famous logos and slogans with brands. Why are they important?</p> <p>-Video Day: Focus: Logo  View video as a class  <a href="https://www.youtube.com/watch?v=Frro-4hm7tY&amp;list=PL88vr8QZyPAfd8LABOeluRXtIOBt_FKJn&amp;index=11">https://www.youtube.com/watch?v=Frro-4hm7tY&amp;list=PL88vr8QZyPAfd8LABOeluRXtIOBt_FKJn&amp;index=11</a></p> <p>Centers:  1. Complete Video Day Worksheet (Resources: Worksheet)  2. Meet with Teacher Discussion  3. Create Logos for Products by name</p>	<p>they listen so they can draw conclusions across different entrepreneurs' stories.</p> <p>5Lead a class discussion about what similarities and differences students noticed among the different entrepreneurs.</p> <p>Ask: What traits do these entrepreneurs share that helped them be successful in business? What lessons can we learn from how these entrepreneurs found success?</p>
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<p>Shark Tank video purpose.</p> <p>-take active notes regarding Shark Tank video</p> <p>-apply mathematics knowledge to complete business word problems.</p> <p>-create logos for products just based on the name to bring out more creativity.</p> <p>- determine the difference between goods and service through minilesson</p>		<p>- complete Video Day Center Work</p> <p>-Center Work: Good vs Services Practice: (Resources: Worksheets)</p> <p>-Business Plan Activity MiniLesson:</p> <p>Distribute the Make Your Business Plan activity sheet. Challenge students to each choose a company they admire and create their own business plan for it as if they were starting it</p>	
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	<p>ns</p> <p>-practice through center work the differences between goods and services.</p> <p>-review and analyze what the components of a business plan are.</p> <p>-create a practice business plan for a company that one admires.</p> <p>-match famous logos and slogans to the product or company.</p>		<p>from scratch. Their choice could be anything from a film studio to a clothing brand to a video game company .</p> <p>-Create a logo and slogan for their new company . This can be done paper and pen and scanned in to use electronically or can be done on the computer .</p> <p>- complete Video Day Work Center</p>	
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**Cross Curricular/21st Century Connections**

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CRP.K-12.CRP2.1

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

CRP.K-12.CRP5.1

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

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.
CRP.K-12.CRP7.1	Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
CAEP.9.2.8.B.7	Evaluate the impact of online activities and social media on employer decisions.
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.
CAEP.9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CAEP.9.2.8.B.4	Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.
CRP.K-12.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
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.

## **Suggested Technological Innovations**

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TECH.8.1.8.D.CS2	Demonstrate personal responsibility for lifelong learning.
TECH.8.1.8.D.5	Understand appropriate uses for social media and the negative consequences of misuse.
TECH.8.1.8.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
TECH.8.1.8.D.4	Assess the credibility and accuracy of digital content.
TECH.8.1.8.D.CS1	Advocate and practice safe, legal, and responsible use of information and technology.

TECH.8.1.8.F.CS3	Collect and analyze data to identify solutions and/or make informed decisions.
TECH.8.1.8.E.CS3	Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.
TECH.8.1.8.D.2	Demonstrate the application of appropriate citations to digital content.
TECH.8.1.8.A.CS2	Select and use applications effectively and productively.
TECH.8.1.8.E.CS2	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
TECH.8.2.8.B.CS1	The cultural, social, economic and political effects of technology.
TECH.8.1.8.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.
TECH.8.1.8.D.CS3	Exhibit leadership for digital citizenship.
TECH.8.1.8.B.1	Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).
TECH.8.1.8.D.1	Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.
TECH.8.1.8.A.CS1	Understand and use technology systems.

# Unit 2: Analyzing and Working with Data to Grow Your Business

Content Area: **Mathematics**  
Course(s): **Computer Science (IS)**  
Time Period: **1st Marking Period**  
Length: **1.5-2 weeks**  
Status: **Published**

## Summary of the Unit

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In this unit students will begin to gain an understanding for marketing and who their customer is. They will work with cost analysis in order to collect data and be able to analyze how their company is doing. The students will build a website in order to grow their technology skills and begin practice on public speaking.

## Enduring Understandings

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By developing an understanding of marketing and customer profile, students will engage in skills needed to grow in their business. Through cost analysis they will be able to use mathematics in a brand new way of interpreting data based on their company individually. Through website building, students will use technology tools to attract customers to their products.

## Essential Questions

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- How can understanding of marketing and customer profiles help you build better business?
- What does the cost analysis of company and margins for budgets mean in the world of creating a business?
- What tools can one gain from role playing presentation?

## Summative Assessment and/or Summative Criteria

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Summative Assessments:

1. Check in on Cost Analysis Profile

2. Website creation highlighting the elements of their business plan and creating a technology presence.

## **Resources**

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Customer Profile:

[https://www.youtube.com/watch?v=dc3QNf5\\_mo0](https://www.youtube.com/watch?v=dc3QNf5_mo0)

Pricing:

<https://www.youtube.com/watch?v=IJThTuDRbc>

Pricing Product Center: <https://www.fiveminuteclasses.com/wp-content/uploads/2017/04/Pricing-For-Your-Top-5-Products-Services-Worksheet-PDF.pdf>

Profit and Loss Center: <https://www.math-only-math.com/worksheets-on-profit-and-loss-percentage.html>

Elevator Pitch: <https://www.youtube.com/watch?v=wVYyCUwDFhE>

Royalty Word Problems:

<https://classroomweb.pusd11.net/sites/rpotter/Financial%20Algebra/FA%20Unit%201%20-%20Employment/HW1.3%20Answered.pdf>

Video Day: Focus: Know Your Market

<https://www.youtube.com/watch?v=gikdsaTxubY>

Video Day: Focus: Be an Expert in Your Business

[https://www.youtube.com/watch?v=SE6TrscM2zg&list=PL88vr8QZyPAfd8LABOeluRXtlOBt\\_FKJn&index=8](https://www.youtube.com/watch?v=SE6TrscM2zg&list=PL88vr8QZyPAfd8LABOeluRXtlOBt_FKJn&index=8)

Video Day: Focus: Royalties and Profits

[https://www.youtube.com/watch?v=UJRO3CveD4k&list=PL88vr8QZyPAfd8LABOeluRXtlOBt\\_FKJn&index=2](https://www.youtube.com/watch?v=UJRO3CveD4k&list=PL88vr8QZyPAfd8LABOeluRXtlOBt_FKJn&index=2)

Video Day: Focus: How Can a Business Be Successful While Still Losing Money

[https://www.youtube.com/watch?v=7yYqEvJnSNc&list=PL88vr8QZyPAfd8LABOeluRXtlOBt\\_FKJn&index=6](https://www.youtube.com/watch?v=7yYqEvJnSNc&list=PL88vr8QZyPAfd8LABOeluRXtlOBt_FKJn&index=6)

Worksheets: Resources Folder in Curriculum

### **Suggested Modifications for Special Education, ELL and Gifted Students**

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\*Students needing assistance with breaking down long-term assignments will receive regular teacher/student check-ins and additional support.

\*Collaborative activities will include high/low grouping to provide peer support.

\*Higher level students will receive enrichment materials, as needed, and will be counted on to provide support to peers.

\*Lower level students will receive supplemental materials, as needed, and will receive peer support.

\*Research activities and written assignments will be modified, as needed, based on 504 and IEPs.

\*Redirection of students as needed.

\*Updates from RTI and I &RS will be updated regularly.

### **Topic/Selection**

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<b>Topic/Selection Time Frame</b>	<b>Objectives</b>	<b>Instructional Activities</b>	<b>Assessments</b>	<b>Standards</b>
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<p>Creating a Successful Business</p>	<p>SWBAT</p> <ul style="list-style-type: none"> <li>-define and determine the key areas of good marketing through video and discussion</li> <li>-create a marketing plan for rebranding an existing company</li> <li>-analyze the importance of a customer profile</li> <li>-research who the main customer would be to purchase their product or service.</li> </ul>	<p>- Mini Lesson: Marketing:  <a href="https://www.youtube.com/watch?v=i1xz5Kv-7VY">https://www.youtube.com/watch?v=i1xz5Kv-7VY</a></p> <p>-Mini Lesson: Customer Profile and Pricing Your Product:  Customer Profile:  <a href="https://www.youtube.com/watch?v=dc3QNf5_mo0">https://www.youtube.com/watch?v=dc3QNf5_mo0</a></p> <p>-research who their customer is  Pricing:  <a href="https://www.youtube.com/watch?v=IJThTuDRbc">https://www.youtube.com/watch?v=IJThTuDRbc</a></p> <p>-Coast Analysis Spreadsheet  1. Input the numbers for pricing the product complete with costs including materials, labor, etc.</p> <p>-Video Day: Focus: Know Your Market  View video as a class  <a href="https://www.youtube.com/watch?v=gikdsaTsubY">https://www.youtube.com/watch?v=gikdsaTsubY</a></p> <p>Centers:  1. Complete Video Day Worksheet (Resources: Worksheet)  2. Meet with Teacher Discussion  3. Pricing Products Worksheet:  <a href="https://www.fiveminuteclasses.com/wp-content/uploads/2017/04/Pricing-For-Your-Top-5-Products-Services-Worksheet-PDF.pdf">https://www.fiveminuteclasses.com/wp-content/uploads/2017/04/Pricing-For-Your-Top-5-Products-Services-Worksheet-PDF.pdf</a></p> <p>Dice Day: See how your business is doing:  Dice = roll two dice and ADD  2 = 25% decrease in profits  3 = 10% decrease in profits</p>	<p>- complete Marketing Plan (Resources: Worksheet)</p> <p>-Slide Show: customer profile</p> <p>-Cost Analysis Spreadsheet:</p> <p>1. Determine the cost of the product or service.</p> <p>2. Input pricing for materials, overhead, labor, manufacturing, and profit.</p> <p>Complete Video Day Centers for each</p>	<p>LA.RI 8.1  LA.RI8.4  LA.SL8.1  A  LA.SL8.1  C  LA.W.8.7  LA.W.8.8  CS.6-8.8.1.8.  DA.1  MA.7.R  P.A.3  MA.7.E  E.B.3  MA.7.E  E.B.4b  MA.8.F.  A.1  MA.SP.  A.2  CRP.K-12.CRP.5.1  CRP.K-12.CRP.6.1  CRP.K-12.CRP.7.1</p>
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<p>-develop a Google Slide Show regarding their customer profile.</p>	<p>4 = no change  5-7 = 10% increase in profits  8-9 = 15% increase  10-11 = 20% increase  12 = 50% increase  *****DONE THREE TIMES IN THE UNIT*****</p>	<p>Video  *****D  ONE  FOUR  TIMES  IN THE  UNIT***  *</p>	
<p>-discuss the components of pricing a product and what goes in to cost analysis.</p>	<p>Wheel Day: What issue does your company have:  Blue = Production Upgrade / drop cost 25%  Red = Production shut down (1 month)  Orange = Viral Video (double sales)  Green = Run out of inventory (1 month)  Light blue = Donate 10% sales to charity  Purple = Change in design (sales up 20%)  Yellow = \$100,000 investment (lose equity)  *****DONE THREE TIMES IN THE UNIT*****</p>	<p>Dice  Day:  Update  Cost  Analysis  and  Business  Profile to  reflect  percentag  es rolled.  *****D  ONE  THREE  TIMES  IN THE  UNIT***  **</p>	
<p>-develop a cost analysis spreadsheet complete with pricing for their company</p>	<p>-Develop the main aspects that go into designing a website for their company or product and create a layout.</p> <p>-Video Day: Focus: Be an Expert in Your Business</p>	<p>Wheel  Day:  Update  Cost  Analysis  and  Business  Profile to  reflect  the issue  that the  company  has  countere  d.</p>	
<p>- calculate the cost of labor, manufacturing, and materials in the cost analysis spreadsh</p>	<p>View video as a class  <a href="https://www.youtube.com/watch?v=SE6TrscM2zg&amp;list=PL88vr8QZyPAfd8LABOeluRXtlOBt_FKJn&amp;index=8">https://www.youtube.com/watch?v=SE6TrscM2zg&amp;list=PL88vr8QZyPAfd8LABOeluRXtlOBt_FKJn&amp;index=8</a>  Centers:  1. Complete Video Day Worksheet (Resources: Worksheet)  2. Meet with Teacher Discussion  3. Profit and Loss: <a href="https://www.math-only-math.com/worksheets-on-profit-and-loss-percentage.html">https://www.math-only-math.com/worksheets-on-profit-and-loss-percentage.html</a></p>	<p>*****D  ONE</p>	

<p>eet</p> <p>-view Shark Tank video(s) for specific focus</p> <p>-discuss with small group and teacher Shark Tank video purpose.</p> <p>-take active notes regarding Shark Tank video</p> <p>-apply mathematics knowledge to complete pricing a products worksheet.</p> <p>-analyze how your</p>	<p>-Discuss how to create an Ad for Social Media. Why is it important. What are the components</p> <p>-Elevator Pitch: <a href="https://www.youtube.com/watch?v=wVYyCUwDFhE">https://www.youtube.com/watch?v=wVYyCUwDFhE</a></p> <ol style="list-style-type: none"> <li>1. View video and discuss components of an elevator pitch</li> <li>2. Given a pre-existing company, come up with a short elevator pitch</li> <li>3. Provide Feedback after presenting</li> </ol> <p>Video Day: Focus: Royalties and Profits</p> <p>View video as a class</p> <p><a href="https://www.youtube.com/watch?v=UJRO3CveD4k&amp;list=PL88vr8QZyPAfd8LABOeluRXtlOBt_FKJn&amp;index=2">https://www.youtube.com/watch?v=UJRO3CveD4k&amp;list=PL88vr8QZyPAfd8LABOeluRXtlOBt_FKJn&amp;index=2</a></p> <p>Centers:</p> <ol style="list-style-type: none"> <li>1. Complete Video Day Worksheet (Resources: Worksheet)</li> <li>2. Meet with Teacher Discussion</li> <li>3. Royalty Word Problems: <a href="https://classroomweb.pusd11.net/sites/rpotter/Financial%20Algebra/FA%20Unit%201%20-%20employment/HW1.3%20Answered.pdf">https://classroomweb.pusd11.net/sites/rpotter/Financial%20Algebra/FA%20Unit%201%20-%20employment/HW1.3%20Answered.pdf</a></li> </ol> <p>Video Day: Focus: How Can a Business Be Successful While Still Losing Money</p> <p>View video as a class</p> <p><a href="https://www.youtube.com/watch?v=7yYqEvJnSNc&amp;list=PL88vr8QZyPAfd8LABOeluRXtlOBt_FKJn&amp;index=6">https://www.youtube.com/watch?v=7yYqEvJnSNc&amp;list=PL88vr8QZyPAfd8LABOeluRXtlOBt_FKJn&amp;index=6</a></p> <p>Centers:</p> <ol style="list-style-type: none"> <li>1. Complete Video Day Worksheet (Resources: Worksheet)</li> <li>2. Meet with Teacher Discussion</li> <li>3. Creating More Future Products:</li> </ol>	<p>THREE TIMES IN THE UNIT***</p> <p>**</p> <p>Design a website for their product.</p> <p>Create an Ad to be used on social media for the product or company.</p> <p>-Present Elevator pitches for practice and feedback</p>	
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<p>business is doing and update cost analysis and business profile based upon random increases or decreases from dice role.</p> <p>- analyze how your business is doing and update cost analysis and business profile based upon random issues that occur in business based on the wheel spin.</p> <p>- determine the important aspects</p>			
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<p>in designin g a website</p> <p>-create a website for their business or product.</p> <p>-apply mathema tics knowled ge to calculate profit and loss.</p> <p>-create an advertise ment for social media use based on your service or product.</p> <p>-define key compone nts of an elevator pitch</p> <p>-develop a</p>			
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<p>practice elevator pitch</p> <p>-present elevator pitch</p> <p>-provide feedback to classmates on practice pitches.</p> <p>- calculate word problems to understand and determine royalties in a business.</p> <p>-develop more products or services that can come from the success of this initial company that will continue to grow</p>			
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	the company			
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## Cross Curricular/21st Century Connections

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- CRP.K-12.CRP2.1 Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
- CRP.K-12.CRP5.1 Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
- 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.
- CRP.K-12.CRP7.1 Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
- CAEP.9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.
- 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.
- CAEP.9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
- CRP.K-12.CRP4.1 Career-ready individuals communicate thoughts, ideas, and action plans with clarity,

whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CAEP.9.2.8.B.4

Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

CRP.K-12.CRP12.1

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

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.

## **Suggested Technological Innovations**

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TECH.8.1.8.D.CS2

Demonstrate personal responsibility for lifelong learning.

TECH.8.1.8.D.5

Understand appropriate uses for social media and the negative consequences of misuse.

TECH.8.1.8.C.CS1

Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.

TECH.8.1.8.D.4

Assess the credibility and accuracy of digital content.

TECH.8.1.8.D.CS1

Advocate and practice safe, legal, and responsible use of information and technology.

TECH.8.1.8.F.CS3

Collect and analyze data to identify solutions and/or make informed decisions.

TECH.8.1.8.E.CS3

Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.

TECH.8.1.8.D.2

Demonstrate the application of appropriate citations to digital content.

TECH.8.1.8.A.CS2

Select and use applications effectively and productively.

TECH.8.1.8.E.CS2

Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

TECH.8.2.8.B.CS1

The cultural, social, economic and political effects of technology.

TECH.8.1.8.C.CS2

Communicate information and ideas to multiple audiences using a variety of media and formats.

TECH.8.1.8.D.CS3

Exhibit leadership for digital citizenship.

TECH.8.1.8.B.1

Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).

TECH.8.1.8.D.1

Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.

TECH.8.1.8.A.CS1

Understand and use technology systems.





# Unit 3 - Preparing Your Pitch for Success

Content Area: **Mathematics**  
Course(s): **Computer Science (IS)**  
Time Period: **1st Marking Period**  
Length: **1.5-2 weeks**  
Status: **Published**

## Summary of the Unit

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This unit students will begin to hone and understand the importance of a good pitch and develop skills in public speaking in order to put together future presentations. The students will also spend time on persuasive presentations and writing for the products or services. Cost analysis will continue in order to develop a stable scattergram for their business profile. Students will also develop a commercial in order to sell their brand.

## Enduring Understandings

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The development of a good pitch will assist students in public speaking skills and help with their ability to organize and establish important key points in presentations. They will be to formulate persuasive techniques that can be used in order to drive the importance of the product or service. The ongoing cost analysis will continue to provide an ongoing business profile using mathematics to show profit and loss. By developing a commercial, students will use skills that are collaborative and inventive to try to find new ways to persuade consumers.

## Essential Questions

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- - What makes a good pitch and what elements are needed in the creation of a good pitch?
  - How are advertisements and commercials instrumental in the success and development of a business?
  - What key points in persuasive writing and speaking are essential to securing consumers?

## Summative Assessment and/or Summative Criteria

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Summative Assessments:

1. Cost Analysis Profile

2. Create a Commercial for your product or service.

## **Resources**

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Pitch Lesson:

[https://www.scholastic.com/sharktank/pdfs/Shark\\_Tank\\_Lesson\\_3\\_Persuasive\\_Pitches.pdf](https://www.scholastic.com/sharktank/pdfs/Shark_Tank_Lesson_3_Persuasive_Pitches.pdf)

Video Day: Focus: Perfect Pitch

[https://www.youtube.com/watch?v=igzjl6DM6ao&list=PL88vr8QZyPAfd8LABOeluRXtlOBt\\_FKJn&index=14](https://www.youtube.com/watch?v=igzjl6DM6ao&list=PL88vr8QZyPAfd8LABOeluRXtlOBt_FKJn&index=14)

Video Day: Focus: Building Confidence in Your Business

[https://www.youtube.com/watch?v=kmytbPgI1WU&list=PL88vr8QZyPAfd8LABOeluRXtlOBt\\_FKJn&index=7](https://www.youtube.com/watch?v=kmytbPgI1WU&list=PL88vr8QZyPAfd8LABOeluRXtlOBt_FKJn&index=7)

Business Word Problems: <https://www.educationquizzes.com/us/middle-school-6th-7th-and-8th-grade/math/business-math-07-hair-pulling-word-problems/>

Worksheets: Resources Folder in Curriculum

## **Suggested Modifications for Special Education, ELL and Gifted Students**

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\*Students needing assistance with breaking down long-term assignments will receive regular teacher/student check-ins and additional support.

\*Collaborative activities will include high/low grouping to provide peer support.

\*Higher level students will receive enrichment materials, as needed, and will be counted on to provide support to peers.

\*Lower level students will receive supplemental materials, as needed, and will receive peer support.

\*Research activities and written assignments will be modified, as needed, based on 504 and IEPs.

\*Redirection of students as needed.

\*Updates from RTI and I &RS will be updated regularly.

## Topic/Selection

Topic/Selection Time Frame	Objectives	Instructional Activities	Assessments	Standards
Preparing for Pitches and Presentations	SWBAT -review the term elevator pitch and why they are important. -work collaboratively on a class pitch for modeling purposes.	-Creating the Perfect Pitch: Scholastic Lesson: <a href="https://www.scholastic.com/sharktank/pdfs/Shark_Tank_Lesson_3_Persuasive_Pitches.pdf">https://www.scholastic.com/sharktank/pdfs/Shark_Tank_Lesson_3_Persuasive_Pitches.pdf</a> 1.Introduce the concept of an elevator pitch (a concise, persuasive, easily understood explanation of an idea that can be delivered quickly). Explain that the name comes from the idea that you could deliver such a pitch in the time it takes for an elevator ride and should be no longer than a minute. (You may wish to explain that the pitches on TV shows like Shark Tank are similar to elevator pitches. 2 Model crafting an elevator pitch for a product that is used in your classroom with the Plan Your Pitch activity sheet. You might choose a computer, an interactive whiteboard, a projector, or even a pen. Have students contribute ideas as you work together to create a sample pitch as a class. -Website: continue to add to Website and make adjustments. Dice Day: See how your business is doing: Dice = roll two dice and ADD	Creating The Perfect Pitch Scholastic Lesson: 3. Now have students work independently to use their own products and create their own elevator pitches. Encourage students to pick items that are	LA.RI.8.1 LA.RI.8.4 LA.SL.8.1 A LA.SL.8.1 C LA.W.8.7 LA.W.8.8 MA.7.R.P.A.3 MA.7.E.E.B.3 MA.7.E.E.B.4b MA.8.F.A.1 MA.SP.A.2

<p>-create a pitch for a product in order to demonstrate an understanding of a "perfect pitch"</p>	<p>2 = 25% decrease in profits  3 = 10% decrease in profits  4 = no change  5-7 = 10% increase in profits  8-9 = 15% increase  10-11 = 20% increase  12 = 50% increase</p> <p>-Input into Cost Analysis and Business Profile</p> <p>*****DONE THREE TIMES IN THE UNIT*****</p>	<p>uniquely interesting to them. An athlete might choose a piece of sports equipment in the school gym, while an art enthusiast might choose a particular painting supply in the art room.</p>
<p>-present pitches to the class or small group for feedback</p>	<p>Wheel Day: What issue does your company have:  Blue = Production Upgrade / drop cost 25%  Red = Production shut down (1 month)</p>	<p>4 Have students practice their pitches as pairs, timing them to ensure they don't exceed one minute. Once their pitches are polished, students should deliver them one final time to each other.</p>
<p>-develop a cost analysis spreadsheet complete with pricing for their company</p>	<p>Orange = Viral Video (double sales)  Green = Run out of inventory (1 month)  Light blue = Donate 10% sales to charity  Purple = Change in design (sales up 20%)  Yellow = \$100,000 investment (lose equity)</p> <p>-Input into Cost Analysis and Business Profile</p> <p>*****DONE THREE TIMES IN THE UNIT*****</p>	<p>4 Have students practice their pitches as pairs, timing them to ensure they don't exceed one minute. Once their pitches are polished, students should deliver them one final time to each other.</p>
<p>-view Shark Tank video(s) for specific focus</p>	<p>-Video Day: Focus: Perfect Pitch</p> <p>View video as a class</p> <p><a href="https://www.youtube.com/watch?v=igzjl6DM6ao&amp;list=PL88vr8QZyPAfd8LABOeluRXtIOBt_FKJn&amp;index=14">https://www.youtube.com/watch?v=igzjl6DM6ao&amp;list=PL88vr8QZyPAfd8LABOeluRXtIOBt_FKJn&amp;index=14</a></p> <p>Centers:</p>	<p>4 Have students practice their pitches as pairs, timing them to ensure they don't exceed one minute. Once their pitches are polished, students should deliver them one final time to each other.</p>
<p>-discuss</p>	<p>1. Complete Video Day Worksheet (Resources: Worksheet)</p> <p>2. Meet with Teacher Discussion</p>	<p>4 Have students practice their pitches as pairs, timing them to ensure they don't exceed one minute. Once their pitches are polished, students should deliver them one final time to each other.</p>

<p>with small group and teacher Shark Tank video purpose.</p> <p>-take active notes regarding Shark Tank video</p> <p>-develop your Google Slide presentation beginning with creating the perfect pitch for your service or product.</p> <p>-analyze how your business is doing and update cost analysis and business</p>	<p>3. Begin working on your Perfect Pitch Presentations for Final Projects</p> <p>-Practice Pitch:</p> <p>-Given a random company develop a practice pitch</p> <p>Video Day: Focus: Building Confidence in Your Business</p> <p>View video as a class</p> <p><a href="https://www.youtube.com/watch?v=kmytbPgI1WU&amp;list=PL88vr8QZyPAfd8LABOeluRXtlOBt_FKJn&amp;index=7">https://www.youtube.com/watch?v=kmytbPgI1WU&amp;list=PL88vr8QZyPAfd8LABOeluRXtlOBt_FKJn&amp;index=7</a></p> <p>Centers:</p> <ol style="list-style-type: none"> <li>1. Complete Video Day Worksheet (Resources: Worksheet)</li> <li>2. Meet with Teacher Discussion</li> <li>3. Business Word Problems: <a href="https://www.educationquizzes.com/us/middle-school-6th-7th-and-8th-grade/math/business-math-07-hair-pulling-word-problems/">https://www.educationquizzes.com/us/middle-school-6th-7th-and-8th-grade/math/business-math-07-hair-pulling-word-problems/</a></li> </ol> <p>Compile data in Business Profile and discuss with teacher.</p> <p>-Commercial</p> <ol style="list-style-type: none"> <li>1. Why are commercials important</li> <li>2. Create a storyboard for your commercial</li> <li>3. Shoot commercial and cut using the Ipad.</li> </ol>	<p>-Update Website for Pitches and business profile</p> <p>-Cost Analysis Spreadsheet:</p> <ol style="list-style-type: none"> <li>1. Determine the cost of the product or service.</li> <li>2. Input pricing for materials, overhead, labor, manufacturing, and profit.</li> </ol> <p>Complete Video Day Centers for each Video</p> <p>*****D ONE FOUR TIMES IN THE</p>
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<p>profile based upon random increases or decreases from dice role.</p> <p>- analyze how your business is doing and update cost analysis and business profile based upon random issues that occur in business based on the wheel spin.</p> <p>-update a website for their business or product.</p> <p>-develop a practice elevator</p>		<p>UNIT*** *</p> <p>Dice Day: Update Cost Analysis and Business Profile to reflect percentag es rolled.</p> <p>*****D ONE THREE TIMES IN THE UNIT*** **</p> <p>Wheel Day: Update Cost Analysis and Business Profile to reflect the issue that the company has encounte red.</p> <p>*****D ONE THREE TIMES IN THE UNIT*** **</p>	
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<p>pitch</p> <p>-present elevator pitch</p> <p>-provide feedback to classmates on practice pitches.</p> <p>-use mathematics skills to complete business word problems to understand what goes into a business in terms of cost.</p> <p>-discuss the need for a commercial in advertising.</p> <p>-plan a commercial using storyboard</p>		<p>-Present Practice pitches for practice and feedback</p> <p>-Create a completed Business Profile and Coast Analysis Section for your Presentation</p> <p>-Present a completed commercial for your product. Provide feedback for others.</p>	
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and edit  
a usable  
commercial to  
present.

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## Cross Curricular/21st Century Connections

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CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP5.1	Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
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.
CRP.K-12.CRP7.1	Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
CAEP.9.2.8.B.7	Evaluate the impact of online activities and social media on employer decisions.
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.
CAEP.9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CAEP.9.2.8.B.4	Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.
CRP.K-12.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
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.

## Suggested Technological Innovations

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TECH.8.1.8.D.CS2	Demonstrate personal responsibility for lifelong learning.
TECH.8.1.8.D.5	Understand appropriate uses for social media and the negative consequences of misuse.
TECH.8.1.8.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
TECH.8.1.8.D.4	Assess the credibility and accuracy of digital content.
TECH.8.1.8.D.CS1	Advocate and practice safe, legal, and responsible use of information and technology.
TECH.8.1.8.F.CS3	Collect and analyze data to identify solutions and/or make informed decisions.
TECH.8.1.8.E.CS3	Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.
TECH.8.1.8.D.2	Demonstrate the application of appropriate citations to digital content.
TECH.8.1.8.A.CS2	Select and use applications effectively and productively.
TECH.8.1.8.E.CS2	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
TECH.8.2.8.B.CS1	The cultural, social, economic and political effects of technology.
TECH.8.1.8.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.
TECH.8.1.8.D.CS3	Exhibit leadership for digital citizenship.
TECH.8.1.8.B.1	Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).
TECH.8.1.8.D.1	Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.
TECH.8.1.8.A.CS1	Understand and use technology systems.

# Unit 4 - Securing the Future of Your Company

Content Area: **Mathematics**  
Course(s): **Computer Science (IS)**  
Time Period: **1st Marking Period**  
Length: **1.5-2 weeks**  
Status: **Published**

## Summary of the Unit

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In this culminating unit, students will present their pitches to members of the class and district community. They will be able to provide feedback to one another and reflect on the process and their company and the idea of mentorships when developing a startup.

## Enduring Understandings

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Through the presentations, students will be able to show their data and pitch their companies. This will help in the development of interpersonal skills and public speaking. They will use their cost analysis and business profiles to try to persuade consumers for their companies. Students will also gain an understanding of the importance of mentorships in companies.

## Essential Questions

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- - - How do business profile help determine the success or downfall of a company?
    - Who determines what success truly is?
    - Why is feedback important to growth?

## Summative Assessment and/or Summative Criteria

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Summative Assessments:

1. Presentations of Good or Service

## 2. Reflection of Marking Period

### **Resources**

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Scholastic: Finding a Mentor:

[https://www.scholastic.com/sharktank/pdfs/Shark\\_Tank\\_Lesson\\_4\\_Finding\\_Mentors.pdf](https://www.scholastic.com/sharktank/pdfs/Shark_Tank_Lesson_4_Finding_Mentors.pdf)

Worksheets: Resources Folder in Curriculum

### **Suggested Modifications for Special Education, ELL and Gifted Students**

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\*Students needing assistance with breaking down long-term assignments will receive regular teacher/student check-ins and additional support.

\*Collaborative activities will include high/low grouping to provide peer support.

\*Higher level students will receive enrichment materials, as needed, and will be counted on to provide support to peers.

\*Lower level students will receive supplemental materials, as needed, and will receive peer support.

\*Research activities and written assignments will be modified, as needed, based on 504 and IEPs.

\*Redirection of students as needed.

\*Updates from RTI and I &RS will be updated regularly.

## Topic/Selection

Topic/Selection Time Frame	Objectives	Instructional Activities	Assessments	Standards
Presenting Projects	<p>SWBAT</p> <p>-present product to "Sharks" in order to secure funding for their start up using all tools outlined in the class.</p> <p>-incorporate technology into presentations through use of slide show, sheets, graphs, and websites</p> <p>-provide adequate feedback to peers in the class with both positive and negative points.</p> <p>-reflect on feedback through meetings with</p>	<p>-Review and compile in preparation for Presentations and pitches on business.</p> <p>-Work together to create the rubric for presentations complete with but not limited to: Pitch, Logo, Slogan, Website, Cost Analysis, Business Plan, Visuals, Eye Contact, Deal.</p> <p>-Provide Feedback (Worksheets)</p> <p>-Discuss presentations within groups based on deals, products, and success</p> <p>-Scholastic Lesson: Finding Mentors</p> <p>Instructions '</p> <p>1 Ask students to define mentorship (a mentor is a trusted counselor or guide). Make sure they understand the difference between a mentor and a role model (a mentor isn't just someone you look up to; they must also give you guidance and advice).</p> <p>2 Lead a discussion about what makes a great mentor.</p>	<p>-Present their projects and Pitches. All students will be graded on the rubric that was created as a class.</p> <p>-During Presentations, students will keep notes on presenters and provide feedback to each person.</p> <p>-Meet with Teacher to go over feedback</p> <p>Finding a Mentor Scholastic Lesson:</p> <p>4 Have students use the Connect With a Mentor activity sheet to plan a letter to their chosen mentor. Then have them use the information to write a polished letter via a digital document or on a separate sheet of paper.</p> <p>-Complete Reflection of class as given by instructor.</p>	<p>LA.RI 8.1 LA.RI8.4 LA.SL8.1A LA.SL8.1C LA.SL8.2 LA.SL8.5 LA.W.8.7 LA.W.8.8 MA.7.RP.A.3 MA.7.EE.B.3 MA.7.EE.B.4b MA.8.F.A.1 MA.SP.A.2 CRP.K- 12.CRP.5.1 CRP.K- 12.CRP.6.1 CRP.K- 12.CRP.7.1</p>



	<p>teacher</p> <p>-define and discuss the purpose of a mentor in the business world.</p> <p>-see the value in mentorship through class activity</p> <p>-discuss with small group and teacher Shark Tank video purpose.</p> <p>-complete a course reflection of their company and what they might do differently or the same.</p>	<p>Ask students to offer examples from their own lives. Important mentorship traits include being accomplished, intelligent, caring, motivational, honest, and good at strategic thinking.</p> <p>3 Ask students to think of someone they wish would mentor them. Students can use the Internet to research successful people who might be their ideal mentors. For example, a student interested in photography might look for a successful photographer, while a student interested in becoming a CEO might look for a local business executive.</p> <p>-Reflection: informally reflect with peers on the process of creating and sustaining a business. Report back to other groups.</p>		
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CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP5.1	Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
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.
CRP.K-12.CRP7.1	Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
CAEP.9.2.8.B.7	Evaluate the impact of online activities and social media on employer decisions.
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.
CAEP.9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CAEP.9.2.8.B.4	Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.
CRP.K-12.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
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.

## Suggested Technological Innovations

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TECH.8.1.8.D.CS2	Demonstrate personal responsibility for lifelong learning.
TECH.8.1.8.D.5	Understand appropriate uses for social media and the negative consequences of misuse.
TECH.8.1.8.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
TECH.8.1.8.D.4	Assess the credibility and accuracy of digital content.
TECH.8.1.8.D.CS1	Advocate and practice safe, legal, and responsible use of information and technology.
TECH.8.1.8.F.CS3	Collect and analyze data to identify solutions and/or make informed decisions.
TECH.8.1.8.E.CS3	Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.
TECH.8.1.8.D.2	Demonstrate the application of appropriate citations to digital content.
TECH.8.1.8.A.CS2	Select and use applications effectively and productively.
TECH.8.1.8.E.CS2	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
TECH.8.2.8.B.CS1	The cultural, social, economic and political effects of technology.
TECH.8.1.8.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.
TECH.8.1.8.D.CS3	Exhibit leadership for digital citizenship.
TECH.8.1.8.B.1	Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).
TECH.8.1.8.D.1	Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.
TECH.8.1.8.A.CS1	Understand and use technology systems.