# **Grade 8 Tech Tank Curriculum**

Mathematics
Language Arts
1st Marking Period
Marking Period
Awaiting Review

Title Page, Table of Contents, Statement of purpose

Tech Tank

Sayreville Middle School

Elective: Quarertly

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 accomodate 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

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**

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**

- 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

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

#### Resources

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

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

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

Slides on Career Cluster: Finance and Marketing:

https://slideplayer.com/slide/15497648/ andhttps://slideplayer.com/slide/13756150/

-Entrepreneur Mini Lesson: Scholastic Lesson:

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

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

-Business Plan Mini Lesson: Scholastic:<u>https://www.scholastic.com/sharktank/pdfs/Shark\_Tank\_Lesson\_2\_Business\_Plan.pdf</u>

Shark Tank Video: Logo Focus

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/Sel ection Time Frame	Objectiv es	Instructional Activities	Assessm ents	Standar ds
Introducti	-construct a word web	<ul> <li>word web of what comes to mind with the term business.</li> <li>View video on Career Clusters: https://www.youtube.com/watch?v=nra5WPhDCQU</li> </ul>	Clusters Survey (Resourc es:	S2 LA.RI 8.1 LA.RI8.4 LA.SL8.1 A
	term business as the starter.	-view notes and Slides on Career Cluster: Business and Manufacturing: <u>https://slideplayer.com/slide/7637278/</u> and <u>https://slideplayer.com/slide/13746502/</u>	Workshe ets) -research based	LA.SL8.1 C LA.W.8.7 LA.W.8.8 CAEP.9.2. 8.B.4
	-discuss the importanc e of Career	-discuss the careers that come from Business and Manufacturing -view notes and Slides on Career Cluster: Finance and Marketing:	assessme nt on Business	8.1.8.C.C S2 MA.7.EE.

Clusters	https://slideplayer.com/slide/15497648/ and	uring
	https://slideplayer.com/slide/13756150/	
-choose		-research
	-discuss the careers that come from Finance and Marketing	based
a Career		assessme
Cluster		nt on
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gain an	-Entrepreneur Mini Lesson: Scholastic Lesson:	and
understan	http://www.internet.com/whenleterite/whee/Sheads Territe Learner 1	Marketin
ding of	https://www.scholastic.com/sharktank/pdfs/Shark_Tank_Lesson_1_	g
where	Entrepreneurship.pdf	
one fits in	1. Ask students to define the word "entrepreneur" (someone who	
the	takes a calculated risk to create a new business, often by innovating	
business		- Entronro
world.	businesses fail, successful entrepreneurs tend to be persistent and	Entrepre neur
	tenacious in the face of obstacles.	Activity
		Mini
-analyze	2. Divide the class into small groups. Explain that each group will	Lesson:
more	research a different entrepreneur. Hand out the Study a Star	Scholasti
closely	Entrepreneur activity sheet and the Entrepreneur Bios.	c:
the		
Clusters	3 Once students have finished reading and taking notes	4 Have
of	independently, have them share what they learned with their group.	each
Marketin		group
g,		briefly
Finance,		report on
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uring,	-Video Day: Focus: Creating a Business	entrepren
and		eur they
	View video as a class	studied
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-		their
ntary	ZyPAfd8LABOeluRXtlOBt_FKJn1. &index=4	notes for
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ons		. Group members
	1. Complete Video Day Worksheet (Resources: Worksheet)	can split
		up the
-research	2. Meet with Teacher Discussion	questions
Career		and
Clusters	3. Business Practice Word Problems	present
Marketin		on the
g,		areas
Finance,	-Good vs Services mini lesson:	they
Manufact	https://www.youtube.com/watch?v=Yxibq_vskRA	researche
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	ese four	-Business Plan Mini Lesson: Scholastic:	draw	
sec	uons.		conclusio	
		https://www.scholastic.com/sharktank/pdfs/Shark_Tank_Lesson_2_	ns across	
		Business_Plan.pdf	different	
1	~	1. Ask students to share what they think a business plan is. Now ask	entrepren	
			cuis	
		why they think it's important for an entrepreneur to write a business	stories.	
	1	plan, and have them work as a class to brainstorm ideas for the	5Lead a	
eur	r	components they think would be important to include in one.	class	
		2 Explain to students that effective business plans must have these	discussio	
		components: • Business description (an explanation of what the	n about	
		business will be and the need it will fill for consumers) • Market	what	
			similariti	
		analysis (a study of the competition in the industry) • Marketing	es and	
		and sales strategy (a plan for how to sell the business's services or	differenc	
		products and convince people to buy them) • Funding requirements	es	
		(an estimate of how much money will be needed to make the	students	
abo		company successful) • Financial projections (an estimate of how	noticed	
		much money the company will be able to make) Read and discuss a	among	
	-	sample business plan as a class.	the	
eur	rs		different	
			entrepren	
		Laga and Slagan:	eurs.	
		Logo and Slogan:	Ask:	
1	esent	Discuss and match famous logos and slogans with brands. Why are	What	
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		they important?	these	
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## Cross Curricular/21st Century Connections

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.

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

Mathematics
Computer Science (IS)
1st Marking Period
1.5-2 weeks
Published

### Summary of the Unit

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**

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**

- 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

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

Customer Profile:

https://www.youtube.com/watch?v=dc3QNf5\_mo0

Pricing:

https://www.youtube.com/watch?v=IJThtTuDRbc

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

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

Video Day: Focus: Royalties and Profits

https://www.youtube.com/watch?v=UJRO3CveD4k&list=PL88vr8QZyPAfd8LABOeluRXtlOBt\_FKJn&inde x=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

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/Sel ection	Objectiv	Instructional Activities	Assessm	Standa
Time Frame	es	Instructional Activities	ents	rds

Creating	SWBAT	- Mini Lesson: Marketing:	-	
a			complete	
Successfu		https://www.youtube.com/watch?v=i1xz5Kv-7VY	Marketin	
l Duain aga	-define		g Plan	
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	determin	-Mini Lesson: Customer Profile and Pricing Your Product:	Workshe	
	e the key	Customer Profile:	et)	
	areas of	Customer Profile:		LA.RI
	good marketin	https://www.youtube.com/watch?v=dc3QNf5_mo0		8.1
	g		-Slide	LA.RI8.4
	through	-research who their customer is	Show:	LA.SL8.1 A
	video	Pricing:	customer	A LA.SL8.1
	and		profile	C
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			-Cost	LA.W.8.
		-Coast Analysis Spreadsheet		8
	-create a		Spreadsh	
	marketin g plan		eet:	8.8.1.8.
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	rebrandi		Determin	P.A.3
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	company	View video as a class	product or	MA.7.E
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		https://www.youtube.com/watch?v=gikdsaTxubY		MA.8.F.
	-analyze	Centers:	2.	A.1
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	customer	2 Mart with Tarahan Diamarian	materials,	12 CRP
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		3. Pricing Products Worksheet:	labor,	CRP.K-
		https://www.fiveminuteclasses.com/wp-		12.CRP.
	-research	content/uploads/2017/04/Pricing-For-Your-Top-5-Products-Services-	manufac	6.1
	who the	Worksheet-PDF.pdf	turing,	CRP.K-
	main		and	12.CRP.
	customer		profit.	7.1
	to	Dice Day: See how your business is doing:		
		Dice = roll two dice and ADD		
	their		Complete	
		2 = 25% decrease in profits	Video	
	or	2 = 100 decrease in profits	Day Centers	
	service.	3 = 10% decrease in profits	for each	

	4 = no change	Video
-develop	5-7 = 10% increase in profits	****D
a Google		ONE
Slide	8-9 = 15% increase	FOUR
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regardin	10-11 = 20% increase	IN THE
g their		UNIT***
customer	12 = 50% increase	*
profile.	*****DONE THREE TIMES IN THE UNIT****	
	DONE THREE TIMES IN THE ONLY	
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-discuss	Wheel Day: What issue does your company have:	Day:
the	wheel Day. what issue does your company have.	Update
compone		Cost
nts of	Blue – Floduction Opgrade / drop cost 25%	Analysis
		and
product		Business
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goes in		reflect
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	*****DONE THREE TIMES IN THE UNIT****	IN THE
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with	-Develop the main aspects that go into designing a website for their	
pricing	company or product and create a layout.	Wheel
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	-Video Day: Focus: Be an Expert in Your Business	Cost
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video(s)	-Elevator Pitch: <u>https://www.youtube.com/watch?v=wVYyCUwDFhE</u>		
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specific	1. View video and discuss components of an elevator pitch	website	
focus		for their	
	2. Given a pre-existing company, come up with a short elevator pitch	product.	
		product.	
	3. Provide Feedback after presenting		
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mathema	View video as a class		
 tics	https://www.woutube.com/wotable-7-WaE-L-ON-01:DI 00 007		
knowled	https://www.youtube.com/watch?v=7yYqEvJnSNc&list=PL88vr8QZ		
ge to	<u>yPAfd8LABOeluRXtlOBt_FKJn&amp;index=6</u>		
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workshe	1. Complete Video Day Worksheet (Resources: Worksheet)		
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## Cross Curricular/21st Century Connections

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.

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**

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**

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**

- 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

Summative Assessments:

1. Cost Analysis Profile

2. Create a Commercial for your product or service.

#### **Resources**

Pitch Lesson:

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

Video Day: Focus: Building Confidence in Your Business

https://www.youtube.com/watch?v=kmytbPgI1WU&list=PL88vr8QZyPAfd8LABOeluRXtlOBt\_FKJn&index =7

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

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/Sel ection Time Frame	Objectiv es	Instructional Activities	Assessm ents	Standa rds
Preparing for Pitches and Presentati ons	-review the term elevator pitch and why they are importan t. -work collabora tively on a class	<ul> <li>https://www.scholastic.com/sharktank/pdfs/Shark_Tank_Lesson_3_P ersuasive_Pitches.pdf</li> <li>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.</li> <li>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</li> </ul>	Pitch Scholasti c Lesson: 3. Now have students work independ ently to use their own	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

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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.
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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

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.
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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

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**

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

Summative Assessments:

1. Presentations of Good or Service

#### Resources

Scholastic: Finding a Mentor:

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

\*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 Time Frame	Objectives	Instructional Activities	Assessments	Standards
Presenting Projects -present product to "Sharks" in	-present product to "Sharks" in	<ul> <li>-Review and compile in preparation for Presentations and pitches on business.</li> <li>-Work together to create the rubric for presentations</li> </ul>	-Present their projects and Pitches. All students will be graded on the rubric that was created as a class.	
	order to secure funding for their start up using all tools outlined in the class.	complete with but not limited to: Pitch, Logo, Slogan, Website, Cost Analysis, Business Plan, Visuals, Eye Contact, Deal.	-During Presentations, students will keep notes on presenters and provide feedback to each person.	LA.RI 8.1 LA.RI8.4 LA.SL8.1A LA.SL8.1C
	<ul> <li>-incorporate technology into</li> <li>presentations through use of slide show, sheets, graphs,</li> <li>-Discuss presentations within groups based on deals, products, and success</li> <li>-Discuss presentations within groups based on deals, products, and success</li> </ul>	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		
-provide adequate feedback to peers in the class with both positive and negative points. -provide adequate feedback to peers in the class with both positive and negative points. -provide adequate feedback to peers in the class with both positive and negative points. -Scholastic Lesson: Finding Mentors -Scholastic Lesson: Finding Mentors - Instructions ' - 		CRP.K- 12.CRP.5.1 CRP.K- 12.CRP.6.1 CRP.K- 12.CRP.7.1		
	-reflect on feedback through meetings with	<ul> <li>and a role model (a mentor isn't just someone you look up to; they must also give you guidance and advice).</li> <li>2 Lead a discussion about what makes a great mentor.</li> </ul>	-Complete Reflection of class as given by instructor.	1

teacher	Ask students to offer examples	
	from their own lives.	
	Important mentorship traits	
	include being accomplished,	
-define and	intelligent, caring,	
discuss the	motivational, honest, and good	
purpose of a	at strategic thinking.	
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business	3 Ask students to think of	
world.	someone they wish would	
	mentor them. Students can use	
	the Internet to research	
	successful people who might	
in montonalia	be their ideal mentors. For	
through along	example, a student interested	
activity	in photography might look for	
	a successful photographer,	
	while a	
	student interested in becoming	
-discuss with	a CEO might look for a local	
small group	business executive.	
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Shark Tank		
video	-Reflection: informally reflect	
purpose.	with peers on the process of	
	creating and sustaining a	
	business. Report back to other	
	groups.	
-complete a	6F	
course		
reflection of		
their company		
and what they		
might do		
differently or		
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## Cross Curricular/21st Century Connections

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