

NEW Unit 1: Characteristics of An Entrepreneurs

Content Area: **Applied Tech**
Course(s): **ENTREPRENEURSHIP I**
Time Period: **Marking Period 1**
Length: **3 Weeks**
Status: **Published**

Standards

PFL.9.1.12.EG.5	Relate a country's economic system of production and consumption to building personal wealth, the mindset of social comparison, and achieving societal responsibilities.
PFL.9.1.12.CFR.1	Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.
PFL.9.1.12.CFR.2	Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions.
PFL.9.1.12.CFR.3	Research companies with corporate governance policies supporting the common good and human rights.
WRK.9.2.12.CAP.21	Explain low-cost and low-risk ways to start a business.
WRK.9.2.12.CAP.23	Identify different ways to obtain capital for starting a business.
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).

Transfer Goals and Career Ready Practices

Transfer Goals

Students will be able to independently use their learning to know the characteristics of an entrepreneur so that in the long run they can recognize that entrepreneurs are the foundation of our economy.

Concepts

Essential Questions

- What is an entrepreneur?
- How are entrepreneurs different from employees?
- What are some advantages and disadvantages to becoming an entrepreneur?
- Why are entrepreneurial companies essential to our economy?
- Why do some people go into business for themselves?

Understandings

Students will understand that . . . Entrepreneurs are critical to the United States economy; It is important to have an aptitude and passion for the business you decide to own; There are both advantages and disadvantages to owning a business.

Critical Knowledge and Skills

Knowledge

Students will know:

aptitude

employees vs. entrepreneurs

skills for writing, speaking, and listening in a business setting

self-assessment

trade show

Skills

Students will be able to:

- Assess whether they have what it takes to succeed in their own business
- Identify the characteristics of a successful entrepreneur
- Identify the impact of entrepreneurs and small business today
- Identify their own personal goals
- Learn about entrepreneurship in history
- Recognize different businesses they could start
- Write an effective business letter

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

Do Now's

Guided Notes

Classwork Activities

Professionalism

Team/Individual Projects

Article Analysis

Business Letter

Kahoot Reviews

School Summative Assessment Plan

Chapter 1 & 2 Test

Economy Test

Primary Resources

Entrepreneurship Ideas in Action 4e -online text

<https://kwhs.wharton.upenn.edu/>

Supplementary Resources

DECA Advisor collaboration

Shark Tank

Technology Integration and Differentiated Instruction

Technology Integration

● Google Products

- Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
- GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.

● One to One Student's laptop

- All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.

● Additional Support Videos

The videos below are just examples of videos that can be used to support each of the Lessons within this Topic. There are more additional videos provided for each and can be assigned from the Pearson enVisions 2.0 online textbook from the teachers' login.

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses.

English Language Learners (N.J.A.C.6A:15)

Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.

All assignments have been created in the student's native language.

Work with ELL Teacher to allow for all assignments to be completed with extra time.

At-Risk Students (N.J.A.C.6A:8-4.3c)

Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.

Special Education Students (N.J.A.C.6A:8-3.1)

Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.

All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.

All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

Interdisciplinary Connections

MATH - Estimating start up capital for a business, planning a budget

SCIENCE - global warming, environmental concerns, and sustainability and their importance to social

entrepreneurship

SOCIAL STUDIES - impact of economic decision making, supply/demand, historical entrepreneurs and their impact on society

GLOBAL AWARENESS - impact of decision making at a global level, importance of global leaders in social entrepreneurship

Learning Plan / Pacing Guide

Week 1:

- Entrepreneurship Scavenger Hunt

- Bio of an Entrepreneur (DI - each student can choose who they want to research; students with IEPs/504s are given extended time and a graphic organizer to complete their research; ELL students can translate their research into their native language using Google Translate)

ONGOING - Throughout the unit, each student will present his/her BIO to the whole class via a 5-minute presentation during our "Do Now" time frame. Students are given a rubric in advance and must practice the art of presentation (ELA).

Week 2:

- Work with a partner to analyze the Entrepreneurship Textbook to identify characteristics of an entrepreneur, impact entrepreneurs have had on our history (interdisciplinary connection), how they contribute to our economy, what it takes to become one. (DI- partners are assigned based on the dynamic of the class needs; i.e. IEP/504 students are partnered with another student who can support; gifted students are assigned independent study)

(Analysis of this informational text also supports the ELA standards. Those IEP/504/ELL students who need the extra assistance and guidance are provided with highlighting tools and question prompts to help them decipher and extrapolate relevant information. Gifted students are asked to extend upon the knowledge learned from the text and include more real world examples).

- Analyze a real-world case study

Week 3-4:

- Mini lesson on effective communication skills as a critical characteristic of an entrepreneur (ELA / interdisciplinary)

- Students write a Business Letter (DI - able to choose their own topic and write a persuasive argument using Claim and Evidence) - (ELA /interdisciplinary)

NEW Unit 2: Teach Back

Content Area: **Applied Tech**
Course(s): **ENTREPRENEURSHIP I**
Time Period: **Marking Period 1**
Length: **2 Weeks**
Status: **Published**

Standards

- TECH.9.4.12.CI.1 Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- TECH.9.4.12.GCA.1 Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.II.IPERS.7, 8.2.12.ETW.3).
- PFL.9.1.12.CFR.1 Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.
- PFL.9.1.12.CFR.2 Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions.
- PFL.9.1.12.CFR.3 Research companies with corporate governance policies supporting the common good and human rights.
- PFL.9.1.12.EG.5 Relate a country's economic system of production and consumption to building personal wealth, the mindset of social comparison, and achieving societal responsibilities.
- TECH.9.4.12.CI.2 Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
- TECH.9.4.12.CI.3 Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
- TECH.9.4.12.CT.1 Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
- TECH.9.4.12.CT.2 Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
- WRK.9.2.12.CAP.21 Explain low-cost and low-risk ways to start a business.
- WRK.9.2.12.CAP.23 Identify different ways to obtain capital for starting a business.

Transfer Goals and Career Ready Practices

Transfer Goals

Students will be able to collaboratively reasearch a critical topic in starting a business and present this knowledge to an audience of their peers and effectively evaluate their learning.

Concepts

Essential Questions

- How do people effectively learn?
- How do we motivate?
- Why are entrepreneurial companies essential to our economy?
- Why do some people go into business for themselves?
- Why is life long learning an important skill?

Understandings

Students will understand that . . . research and collaboration are critical skills in the workplace, considering your audience is critical to an effective presentation, peer and self evaluations are necessary for growth and occur in the work place.

Critical Knowledge and Skills

Knowledge

Students will know:

Concepts related to the start up of a company:

Types of economies

Developing a business plan

Identifying a market need

Distribution, promotion and selling

Marketing a business

Selecting a type of ownership

Location and set up of a business

Planning and tracking finances

Operation management

Risk and human resource management

Skills

Students will be able to:

- Assume the role of an expert in a chosen topic of entrepreneurship
- Create an effective presentation using multi media
- Effectively teach material to peers to use in personal business plans
- Highlight and define vocabulary associated with their topic
- Identify and meet goals related to topic
- Relate outside information and provide a global perspective on their topic

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

Do Now's

Student produced assessment activities (kahoot, crossword puzzles, quizlets)

Peer evaluations

Self evaluations

Professionalism

School Summative Assessment Plan

Teach Back Project

Primary Resources

Entrepreneurship Ideas in Action 4e -online text

<https://kwhs.wharton.upenn.edu/>

Supplementary Resources

DECA Advisor collaboration

Shark Tank

Technology Integration and Differentiated Instruction

Technology Integration

● Google Products

- Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
- GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.

● One to One Student's laptop

- All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.

● Additional Support Videos

The videos below are just examples of videos that can be used to support each of the Lessons within this Topic. There are more additional videos provided for each and can be assigned from the Pearson enVisions 2.0 online textbook from the teachers' login.

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses.

English Language Learners (N.J.A.C.6A:15)

Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.

All assignments have been created in the student's native language.

Work with ELL Teacher to allow for all assignments to be completed with extra time.

At-Risk Students (N.J.A.C.6A:8-4.3c)

Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.

Special Education Students (N.J.A.C.6A:8-3.1)

Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.

All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.

All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

Interdisciplinary Connections

MATH - Estimating start up capital for a business, planning a budget

SCIENCE - global warming, environmental concerns, and sustainability and their importance to social entrepreneurship

SOCIAL STUDIES - impact of economic decision making, supply/demand, historical entrepreneurs and their impact on society

GLOBAL AWARENESS - impact of decision making at a global level, importance of global leaders in social entrepreneurship

Learning Plan / Pacing Guide

Week 1:

-Teach Back Project- partner match up, selection of topics, project action plan, project management and evaluation of progress

Week 2:

- Presentations- peer and self evaluations, student produced assessments.

NEW Unit 3: Economics and Global/Social Entrepreneurship

Content Area: **Applied Tech**
Course(s): **ENTREPRENEURSHIP I**
Time Period: **Marking Period 1**
Length: **3 Weeks**
Status: **Published**

Standards

- PFL.9.1.12.EG.5 Relate a country's economic system of production and consumption to building personal wealth, the mindset of social comparison, and achieving societal responsibilities.
- PFL.9.1.12.CFR.1 Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.
- PFL.9.1.12.CFR.2 Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions.
- PFL.9.1.12.CFR.3 Research companies with corporate governance policies supporting the common good and human rights.
- TECH.9.4.12.CI.1 Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- TECH.9.4.12.CI.2 Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
- TECH.9.4.12.CI.3 Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
- TECH.9.4.12.CT.1 Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
- TECH.9.4.12.CT.2 Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
- TECH.9.4.12.GCA.1 Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.II.IPERS.7, 8.2.12.ETW.3).
- WRK.9.2.12.CAP.21 Explain low-cost and low-risk ways to start a business.
- WRK.9.2.12.CAP.23 Identify different ways to obtain capital for starting a business.

Transfer Goals and Career Ready Practices

Transfer Goals

Students will be able to independently use their learning to know that the US has a free enterprise system so that in the long run they value our economy for encouraging entrepreneurship.

Concepts

Essential Questions

- Can anyone start a business, regardless of where they live?
- Does a business owner have an ethical responsibility to maintain a sustainability ethos?
- Does power corrupt?
- How can an entrepreneur think globally?
- What makes a leader 'global'?
- Why is the United States considered a successful economy?

Understandings

Students will understand that . . . Entrepreneurs are critical to the United States economy; It is important to have an aptitude and passion for the business you decide to own; There are both advantages and disadvantages to owning a business.

Critical Knowledge and Skills

Knowledge

Students will know:

Command, Market, Traditional, Mixed economy

Free- enterprise system

Global leadership

Sustainability

Social Entrepreneurship

Skills

Students will be able to:

- Identify the characteristics of a market, traditional, mixed and command economy
- Provide examples of countries and their current economic systems
- Correlate entrepreneurship to a successful economy
- Devise a strategy that leverages their global leadership skills to work together to solve one of the world's most pressing issues
- Identify the characteristics of a successful economy
- Identify ways a company can implement a sustainability ethos
- Identify ways a company can improve a social issue both domestically and globally
- Identify why the US has a successful economy

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

Do Now's

Guided Notes

Classwork Activities

Professionalism

Team/Individual Projects

Article Analysis

North Korea docu

Interview of teen entrepreneur video

Student produced Kahoot Reviews

School Summative Assessment Plan

Economy/ Global leadership Test- LinkIt

Primary Resources

Entrepreneurship Ideas in Action 4e -online text

<https://kwhs.wharton.upenn.edu/>

Supplementary Resources

Nat Geo Docu

DECA Advisor collaboration

Shark Tank

Technology Integration and Differentiated Instruction

Technology Integration

● Google Products

- Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
- GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.

● One to One Student's laptop

- All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.

● Additional Support Videos

The videos below are just examples of videos that can be used to support each of the Lessons within this Topic. There are more additional videos provided for each and can be assigned from the Pearson enVisions 2.0 online textbook from the teachers' login.

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses.

English Language Learners (N.J.A.C.6A:15)

Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.

All assignments have been created in the student's native language.

Work with ELL Teacher to allow for all assignments to be completed with extra time.

At-Risk Students (N.J.A.C.6A:8-4.3c)

Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.

Special Education Students (N.J.A.C.6A:8-3.1)

Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.

All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.

All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

Interdisciplinary Connections

MATH - Estimating start up capital for a business, planning a budget

SCIENCE - global warming, environmental concerns, and sustainability and their importance to social entrepreneurship

SOCIAL STUDIES - impact of economic decision making, supply/demand, historical entrepreneurs and their impact on society

GLOBAL AWARENESS - impact of decision making at a global level, importance of global leaders in social entrepreneurship

Learning Plan / Pacing Guide

Week 1:

-Agree/Disagree discussion starter, economic notes, North Korea Docu and RAFT activity

Week 2:

-Creating a Sustainable Business in Africa 1- Watch youtube clip on Africa- one note 2- Read article Creating a Sustainable Business among South Africa's Poor 'One Bite at a Time' and answer discussion questions 1-7 in a google doc independently 3- Group Think Tank

- KWL Sustainability, Read/watch interview "Biotech Innovation That Breaks Down Plastic"

Week 3

- Parter created Kahoots, play review games, Test

NEW Unit 4: Business Plan

Content Area: **Applied Tech**
Course(s): **ENTREPRENEURSHIP I**
Time Period: **Marking Period 2**
Length: **9 Weeks**
Status: **Published**

Standards

- PFL.9.1.12.CFR.1 Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.
- PFL.9.1.12.CFR.2 Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions.
- PFL.9.1.12.CFR.3 Research companies with corporate governance policies supporting the common good and human rights.
- PFL.9.1.12.EG.5 Relate a country's economic system of production and consumption to building personal wealth, the mindset of social comparison, and achieving societal responsibilities.
- TECH.9.4.12.CI.1 Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- TECH.9.4.12.CI.2 Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
- TECH.9.4.12.CI.3 Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
- TECH.9.4.12.CT.1 Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
- TECH.9.4.12.CT.2 Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
- TECH.9.4.12.GCA.1 Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).
- WRK.9.2.12.CAP.21 Explain low-cost and low-risk ways to start a business.
- WRK.9.2.12.CAP.23 Identify different ways to obtain capital for starting a business.

Transfer Goals and Career Ready Practices

Transfer Goals

Students will be able to write a detailed business plan and pitch for investors, so in the long run they can communicate and persuade effectively to achieve desired results.

Concepts

Essential Questions

- How does a well crafted document aid in communication?
- What does it take to get what you want?
- Why do some businesses fail?
- Why do you think the quality of the business plan is so critical to an entrepreneur's success?

Understandings

Students will understand that Writing and persuading effectively helps to reach appropriate audiences and achieve goals; Having a plan is essential to success in business; and Establishing wants leads to achievement of goals.

Critical Knowledge and Skills

Knowledge

Students will know:

How to pitch appropriately to gain investors

The main components of business plan- Framework, outline and sequence of a business plan

Concepts related to the writing of a business plan including:

Identifying a market need

Distribution, promotion and selling

Marketing a business

Selecting a type of ownership

Location and set up of a business

Planning and tracking finances

Operation management

Risk and human resource management

Skills

Students will be able to:

- Analyze the strengths and weaknesses of competitors
- Create additional elements that may be needed in the success of their business
- Create all marketing media associated with their business including a logo, business cards, public relations release, and website
- Describe the importance of a business plan. Identify the seven basic elements of a business plan
- Design and analyze a questionnaire
- Determine direct and indirect competition
- Establish strategies for maintaining customer loyalty
- Explain the purpose of writing a good business plan
- Identify a target market by understanding customers and researching data market research
- Select a business based off of their aptitudes, passions, skills and trends in society

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

Do Now's

Article analysis

DECA Idea Challenge

Mini videos related to each topic of the business plan

Peer edits of business plan

Teach edit and revision of business plan sections

Professionalism

School Summative Assessment Plan

Business Plan and website

Primary Resources

Business Plan template

Sample business plans - bplans.com

logomaker.com

mindmeister.com (creation of mind maps)

wix.com (website creator)

<https://kwhs.wharton.upenn.edu/>

Supplementary Resources

DECA Advisor collaboration

DECA Idea Challenge

Shark Tank

Technology Integration and Differentiated Instruction

Technology Integration

● Google Products

- Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)

- GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.

- **One to One Student's laptop**

- All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.

- **Additional Support Videos**

The videos below are just examples of videos that can be used to support each of the Lessons within this Topic. There are more additional videos provided for each and can be assigned from the Pearson enVisions 2.0 online textbook from the teachers' login.

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

- Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses.

English Language Learners (N.J.A.C.6A:15)

- Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.
- All assignments have been created in the student's native language.
- Work with ELL Teacher to allow for all assignments to be completed with extra time.

At-Risk Students (N.J.A.C.6A:8-4.3c)

- Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.

Special Education Students (N.J.A.C.6A:8-3.1)

- Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.
- All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.

All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

Interdisciplinary Connections

MATH - Estimating start up capital for a business, planning a budget

SCIENCE - global warming, environmental concerns, and sustainability and their importance to social entrepreneurship

SOCIAL STUDIES - impact of economic decision making, supply/demand, historical entrepreneurs and their impact on society

GLOBAL AWARENESS - impact of decision making at a global level, importance of global leaders in social entrepreneurship

Learning Plan / Pacing Guide

Week 1:

-Prep work for starting a business, mind maps and peer evaluations, selection of a business.

Week 2, 3:

- Business Plan template: Company name and logo (play logo game and introduce with notes), Objectives (3 Goals), Keys to success, Company description and Company Ownership/Legal Entity. Friday Shark Tank, peer/teacher edits and student revisions

Week 4:

-DECA Idea Challenge

Week 5:

-Business Plan template: Location, Interior, hours of operation, products and services, suppliers. Friday Shark Tank, peer/teacher edits and student revisions

Week 6:

- Business Plan template: Customer service and management,

Marketing-

1-Explain target market- need 2 demographics and 2 psychographics

2-Calculate your market share and plans for growth

3- Secondary research (market research) need 3 statistics to include.

Week 7: Business Plan template: Continue in Marketing

4- Primary Research- survey monkey. Need at least 10 results, analyze and graph

Social Media Marketing strategy

Week 8:

- Business Plan template: competition, pricing promotion, executive summary (include asking amount and elevator pitch for investors)

Week 9:

- Website design and investor (peer) reviews of businesses