PATERSON PUBLIC SCHOOLS
Preparing All Children for College and Career

Department of College and Career Readiness

Entrepreneurship Curriculum

5.0 Credits

Unit Four

Entrepreneurship

Course Description

In this introductory business course, students learn the basics of planning and launching their own successful business. Whether they want to start their own money-making business or create a non-profit to help others, this course helps students develop the core skills they need to be successful. They learn how to come up with new business ideas, attract investors, market their business, and manage expenses. Students hear inspirational stories of teen entrepreneurs who have turned their ideas into reality, and then they plan and execute their own business.

Entrepreneurship education prepares students to carry out the entrepreneurial process and experience the entrepreneurial spirit. Developing new business ideas and writing a business plan are only the first steps of a successful business. The entrepreneurs of today and tomorrow's competitive marketplace must also understand production, marketing, finance, human resources, global competition, and social, environmental, and legal issues. Just as critical are communication skills, initiative, creativity, flexibility, and problem solving techniques.

Entrepreneurship has and continues to play an important role in US economic growth, productivity, innovation and employment. Developing an understanding that wealth and the majority of jobs are created by small businesses should spark students' interest to explore their creative, innovative, entrepreneur spirit. With success, this course will serve to help students gain higher self-esteem and a greater sense of economic control of their lives. It also has the potential to shape the culture and mindset to maximize individual and collective economic and social success on a local, national, and global scale.

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Entrepreneurship

Pacing Guide		
Unit	**Topic**	**Suggested Timing**
Unit 1	The Business of Entrepreneurship	approx. 9 weeks
Unit 2	Identifying and Effectively Marketing to Customers	approx. 9 weeks
Unit 3	Setting up your Business	approx. 9 weeks
Unit 4	Business Management & Growth	approx. 8 weeks

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Educational Technology Standards

8.1.12.A.1, 8.1.12.B.2, 8.1.12.C.1, 8.1.12.D.1, 8.1.12.E.1, 8.1.12.F.1

➢ **Technology Operations and Concepts**
- Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.

➢ **Creativity and Innovation**
- Apply previous content knowledge by creating and piloting a digital learning game or tutorial.

➢ **Communication and Collaboration**
- Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

➢ **Digital Citizenship**
- Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.

➢ **Research and Information Literacy**
- Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

➢ **Critical Thinking, Problem Solving, Decision Making**
- Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

Career Ready Practices

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

CRP1. **Act as a responsible and contributing citizen and employee**
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.

CRP2. Apply appropriate academic and technical skills.
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.

CRP3. Attend to personal health and financial well-being.
Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

CRP4. Communicate clearly and effectively and with reason.
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.

CRP5. Consider the environmental, social and economic impacts of decisions.
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.

CRP6. Demonstrate creativity and innovation.
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.

CRP7. Employ valid and reliable research strategies.
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.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP9. Model integrity, ethical leadership and effective management.
Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

CRP10. Plan education and career paths aligned to personal goals.
Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP11. Use technology to enhance productivity.
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.

CRP12. Work productively in teams while using cultural global competence.
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.

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Differentiated Instruction			
Strategies to Accommodate Students Based on Individual Needs			
Time/General	**Processing**	**Comprehension**	**Recall**
• Extra time for assigned tasks • Adjust length of assignment • Timeline with due dates for reports and projects • Communication system between home and school • Provide lecture notes/outline	• Extra Response time • Have students verbalize steps • Repeat, clarify or reword directions • Mini-breaks between tasks • Provide a warning for transitions • Reading partners	• Precise step-by-step directions • Short manageable tasks • Brief and concrete directions • Provide immediate feedback • Small group instruction • Emphasize multi-sensory learning	• Teacher-made checklist • Use visual graphic organizers • Reference resources to promote independence • Visual and verbal reminders • Graphic organizers
Assistive Technology	**Tests/Quizzes/Grading**	**Behavior/Attention**	**Organization**
• Computer/whiteboard • Tape recorder • Spell-checker • Audio-taped books	• Extended time • Study guides • Shortened tests • Read directions aloud	• Consistent daily structured routine • Simple and clear classroom rules • Frequent feedback	• Individual daily planner • Display a written agenda • Note-taking assistance • Color code materials

Enrichment

Strategies Used to Accommodate Based on Students Individual Needs:

- Adaption of Material and Requirements

- Evaluate Vocabulary

- Elevated Text Complexity

- Additional Projects

- Independent Student Options

- Projects completed individual or with Partners

- Self Selection of Research

- Tiered/Multilevel Activities

- Learning Centers

- Individual Response Board

- Independent Book Studies

- Open-ended activities

- Community/Subject expert mentorships

Assessments

Suggested Formative/Summative Classroom Assessments

- Timelines, Maps, Charts, Graphic Organizers

- Teacher-created Unit Assessments, Chapter Assessments, Quizzes

- Teacher-created DBQs, Essays, Short Answer

- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share

- Projects, Portfolio, Presentations, Prezi, Gallery Walks

- Homework

- Concept Mapping

- Primary and Secondary Source analysis

- Photo, Video, Political Cartoon, Radio, Song Analysis

- Create an Original Song, Film, or Poem

- Glogster to make Electronic Posters

- Tumblr to create a Blog

Interdisciplinary Connections

English Language Arts
- Journal writing
- Close reading of industry-related content
- Create a brochure for a specific industry
- Keep a running word wall of industry vocabulary

Social Studies
- Research the history of a given industry/profession
- Research prominent historical individuals in a given industry/profession
- Use historical references to solve problems

World Language
- Translate industry-content
- Create a translated index of industry vocabulary
- Generate a translated list of words and phrases related to workplace safety

Math
- Research industry salaries for a geographic area and juxtapose against local cost of living
- Go on a geometry scavenger hunt
- Track and track various data, such as industry's impact on the GDP, career opportunities or among of individuals currently occupying careers

Fine & Performing Arts
- Create a poster recruiting young people to focus their studies on a specific career or industry
- Design a flag or logo to represent a given career field

Science
- Research the environmental impact of a given career or industry
- Research latest developments in industry technology
- Investigate applicable-careers in STEM fields

New Jersey Student Learning Standards.

9.3 – Career and Technical Education

Career Cluster: Marketing (MK)

- 9.3.MK.2 Implement marketing research to obtain and evaluate information for the creation of a marketing plan.
- 9.3.MK.3 Plan, monitor, manage and maintain the use of financial resources for marketing activities.
- 9.3.MK.4 Access, evaluate and disseminate information to aid in making marketing management decisions.

Career Cluster: Business Management and Administration Career Cluster (BM)

- 9.3.12.BM.1 Utilize mathematical concepts, skills and problem solving to obtain necessary information for decision-making in business.
- 9.3.12.BM.2 Describe laws, rules and regulations as they apply to effective business operations.

- 9.3.12.BM-OP.4 Plan, monitor and manage day-to-day business activities to maintain and improve operational functions.
- 9.3.12.BM-OP.3 Apply inventory tracking systems to facilitate operational controls.

- 9.3.12.BM-MGT.3 Apply economic concepts fundamental to global business operations.
- 9.3.12.BM-MGT.5, Plan, monitor, manage and maintain the use of financial resources to ensure a business's financial wellbeing.
- 9.3.12.BM-MGT.8 Create strategic plans used to manage business growth, profit and goals

- 9.3.12.BM-HR.1 Describe and follow laws and regulations affecting human resource operations

- 9.3.12.BM-HR.3 Motivate and supervise personnel to achieve completion of projects and business goals.
- 9.3.12.BM-HR.5 Plan, staff, lead and organize human resources to enhance employee productivity and satisfaction

- 9.3.12.BM-BIM.4 Plan, monitor and manage day-to-day business activities to sustain continued business functioning.

Common Career Technical Core (CCTC)

Career Cluster Marketing

BM-HR 1 Describe and follow laws and regulations affecting human resource operations.

BM-HR 3 Describe and follow laws and regulations affecting human resource operations.

BM-HR 4   Plan, monitor and manage the use of financial and human resources to ensure a business's financial wellbeing.

BM-HR 5 Plan, staff, lead and organize human resources to enhance productivity and satisfaction.

BM-BIM 3 Access, evaluate and disseminate information for business decision making.

Common Core State Standards (CCSS)

CCSS – English – Language Arts – Reading Informational Text

Key Ideas and Details:

- CCSS.ELA-LITERACY.RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Craft and Structure:

- CCSS.ELA-LITERACY.RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10)
- CCSS.ELA-LITERACY.RL.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- CCSS.ELA-LITERACY.RL.11-12.6 Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement)

Integration of Knowledge and Ideas:

- CCSS.ELA-LITERACY.RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

Range of Reading and Level of Text Complexity:

- CCSS.ELA-LITERACY.RI.11-12.10 By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.

CCSS – English – Language Arts – Writing

Production and Distribution of Writing:

- CCSS.ELA-LITERACY.W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCSS.ELA-LITERACY.W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Range of Writing:

- CCSS.ELA-LITERACY.W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CCSS – English – Language Arts – Speaking & Listening

Comprehension and Collaboration:

- CCSS.ELA-LITERACY.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- CCSS.ELA-LITERACY.SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Presentation of Knowledge and Ideas:

- CCSS.ELA-LITERACY.SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- CCSS.ELA-LITERACY.SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3here for specific expectations.)

Course: Entrepreneurship	Unit Overview:
Unit: IV – Business Management & Growth Grade Level: 9-12	The final unit in the Entrepreneurship Curriculum focuses on managing and growing a business. As such, students explore the 5 primary function of business. They examine inventory management, financial management and particularly why "cash is king". They then take a closer look at managing and controlling employees and the risks associated with running a business.

New Jersey Student Learning Standards (NJSLS): 9.3.12.BM-OP.4, 9.3.12.BM-OP.3, 9.3.12.BM-MGT.5, 9.3.12.BM-MGT.5, 9.3.12.BM-HR.5, 9.3.12.BM-HR.1, 9.3.12.BM-HR.3, 9.3.12.BM-BIM.4, 9.3.12.BM-MGT.8, 9.3.12.BM.2, 9.3.12.BM-MGT.3

Common Career Technical Core (CCTC): BM-HR 4, BM-HR 5, BM-BIM 4, BM-BIM 3, BM-HR 1, BM-HR 3

Common Core State Standards (CCSS): RI.11-12.1, RI.11-12.4, RI.11-12.5, RI.11-12.6, RI.11-12.7, RI.11-12.10, RST.11-12.1; RST.11-12.2; RST.11-12.3; RST.11-12.4; RST.11-12.5; RST.11-12.7; RST.11-12.8; RST.11-12.9; RST.11-12.10; SL.11-12.1; SL.11-12.2; SL.11-12.4; SL.11-12.5; SL.11-12.6; L.11-12.1; L.11-12.2; L.11-12.3; L.11-12.4; L.11-12.5; L.11-12.6; W.11-12.2; W.11-12.3; W.11-12.4; W.11-12.6; W.11-12.10

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
Explore the operating procedures of a business NJSLS: 9.3.12.BM-OP.4 CCTC: BM-BIM 4 CCSS: : RI.11-12.1, RI.11-12.4, RI.11-12.5, RI.11-12.6, RI.11-12.7, RI.11-12.10, SL.11-12.1;	Which is the most important management function? What questions will your operations manual answer? What type of information should not be included in an operations manual?	▪ Define the five functions of management ▪ Describe an organizational structure in terms of how it shows all the jobs in a company and how they relate to each other.	**Research Management Styles** Research management styles and create a summary to present to class **Business Planning** Given a framework complete strategic,	**Operating Procedures** [South-Western Cengage Learning: Entrepreneurship - Ideas in Action Unit 10.1](#) **8 Free Business Plan Templates for Startups** [http://www.businessnewsdaily.com/5067-free-](#)

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
SL.11-12.2; SL.11-12.5; SL.11-12.6; L.11-12.4; L.11-12.5; L.11-12.6; W.11-12.4; W.11-12.6; W.11-12.10		▪ Describe the five types of policies that should be included in an operations manual	intermediate and short-term planning for your small business **Business Return Policies** Research the return policies for a select number of companies and prepare a short summary to share with the class	business-templates-word-pdf.html **6 Management Styles and When to Use Them** http://www.huffingtonpost.com/rosalind-cardinal/6-management-styles-and-when-to-use-them_b_6446960.html
Examine and uncover the elements involved with Inventory Management **NJSLS:** 9.3.12.BM-OP.3 **CCTC:** BM-BIM 3 **CCSS:** RI.11-12.1, RI.11-12.4, RI.11-12.5, RI.11-12.6, RI.11-12.7,	What is the best inventory purchasing plan for your business? How can you ensure that you keep theft of inventory low? How much inventory should you keep in stock?	• Prepared a purchasing plan for inventory • Describe the period and perpetual inventory methods • Determine how much inventory to	**Develop a Purchasing Plan** Based on a given beginning inventory levels, projected sales and ending inventory levels determine purchase plan for a given period **Determine Stock Turnover Rate**	**Inventory Management** South-Western Cengage Learning: Entrepreneurship - Ideas in Action Unit 10.2 **How to create a Formal Purchasing Program** https://www.entrepreneur.com/article/79798

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
RI.11-12.10, SL.11-12.1; SL.11-12.2; SL.11-12.5; SL.11-12.6; L.11-12.4; L.11-12.5; L.11-12.6; W.11-12.4; W.11-12.6; W.11-12.10		keep in stock.	Given the frequency with which a product is sold out for a year and the amount sold old, determine the stock turnover rate **POS Software Systems Research** Identify how POS systems are used to manage inventory	**What is a POS System for Inventory Management?** http://bizfinance.about.com/od/inventory/f/what-are-point-of-sales-systems-for-inventory-management.htm
Assess and interpret Financial Management **NJSLS:** 9.3.12.BM-MGT.5 **CCTC:** BM-HR 4 **CCSS:** RI.11-12.1, RI.11-12.4, RI.11-12.5, RI.11-12.6, RI.11-12.7, RI.11-12.10, SL.11-12.1;	Why is cash flow crucially important to a business? What key metrics are best to review in analyzing financial statements for a business? What metric will you use	• Describe strategies for managing cash flow • Create a Cash Budget for your business • Evaluate a business'	**Why Cash is King** Review mini case of too many cash disbursements **Analyze Sales Trends and Patterns** Given necessary data, determine Sales by Product %, Gross Sales, Net Sales, Gross Profit,	**Financial Management** South-Western Cengage Learning: Entrepreneurship - Ideas in Action Unit 10.3 **Reasons Why Cash Is King for Businesses & Individuals** http://www.moneycrashers.com/why-cash-is-king/

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
SL.11-12.2; SL.11-12.5; SL.11-12.6; L.11-12.4; L.11-12.5; L.11-12.6; W.11-12.4; W.11-12.6; W.11-12.10	to determine success of a business?	performance through financial statement analysis	Net Income etc. **Determine Break Even Analysis** Given the necessary data determine the Breakeven point for a business	**Breakeven Analysis: How to know when to expect a profit** https://www.sba.gov/starting-business/business-financials/breakeven-analysis
Summarize and employ Human Resource Management theories **NJSLS:** 9.3.12.BM-HR.5 **CCTC:** BM-HR 5 **CCSS:** RI.11-12.1, RI.11-12.4, RI.11-12.5, RI.11-12.6, RI.11-12.7, RI.11-12.10, SL.11-12.1; SL.11-12.2; SL.11-12.5; SL.11-12.6; L.11-12.4; L.11-12.5; L.11-12.6; W.11-12.4; W.11-12.6; W.11-12.10	How do you determine the right staffing for a business? What is the best way to acquire staff for a business? What are the best alternatives to hiring permanent employees?	• Explain how to determine staffing needs for a business • Describe options for recruiting employees • Identify alternatives to hiring permanent employees	**Job Description** Given a framework, write a sample job description for an employee in your business **Review Online Recruiting companies** Review online recruiting companies like snagajob.com and identify job descriptions that may be helpful to your business **Mini Case regarding**	**Identify Your Staffing Needs** South-Western Cengage Learning: Entrepreneurship - Ideas in Action Unit 11.1 **Hiring in the Digital Age: What's Next for Recruiting?** http://www.businessnewsdaily.com/6975-future-of-recruiting.html **Hire and Retain Employees**

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
			Identifying Staffing Needs Review and analyze case of securing qualified candidates at start of a business	https://www.sba.gov/starting-business/hire-retain-employees
Determine how to direct and control Human Resources **NJSLS:** 9.3.12.BM-HR.1, 9.3.12.BM-HR.3 **CCTC:** BM-HR 1, BM-HR 3 **CCSS:** RI.11-12.1, RI.11-12.4, RI.11-12.5, RI.11-12.6, RI.11-12.7, RI.11-12.10, SL.11-12.1; SL.11-12.2; SL.11-12.5; SL.11-12.6; L.11-12.4; L.11-12.5; L.11-12.6; W.11-12.4; W.11-12.6;	What do the implementing and controlling functions of management involve? How essential is implementing and controlling functions to a company? What is the best way to motivate employees?	• Explain how to implement your staffing plan • Discuss ways to motivate your employees • Describe the control function of management as it applies to human resources	**Laws protecting Employees** Research the laws involved in protecting employee including discrimination laws **How much information to share with employees** Review mini case of sharing information with employees and the potential benefit and risk in doing so **Research Employee**	**Staff Your Business** South-Western Cengage Learning: Entrepreneurship - Ideas in Action Unit 11.2 & 11.3 **10 strategies to retain and motivate employees** http://www.standard.net/Success-Strategies/2014/09/24/10-strategies-to-help-retain-and-motivate-employees **Sharing Too Much information? It will Cost You!**

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
W.11-12.10			**Motivation Strategies** Work as a group to identify how some employers motivate employees. Summarize findings and present to class	http://www.forbes.com/sites/cherylsnappconner/2012/10/19/sharing-too-much-itll-cost-you/#531bd0ff37c6
Defend Risk Management **NJSLS:** 9.3.12.BM-BIM.4 **CCTC:** BM-BIM 4 **CCSS:** RI.11-12.1, RI.11-12.4, RI.11-12.5, RI.11-12.6, RI.11-12.7, RI.11-12.10, SL.11-12.1; SL.11-12.2; SL.11-12.5; SL.11-12.6; L.11-12.4; L.11-12.5; L.11-12.6; W.11-12.4; W.11-12.6; W.11-12.10	How can a company prepare for likely risks? What type of theft is most rampant for any time of business? What new risks have arisen with the rise of online sales?	• Explain how business owners can identify and deal with risks • Discuss type of theft and security precautions to take to protect your business • Identify risks that are involved with credit • Explain how to manage risk at	**Identify Potential Company Risks** Given a company's line of business identify their potential risks **Managing Risks** Given specific type of company or a list of company risks, identify how a company may go about protecting its assets **Research Shoplifting Risk** Summarize research	**Risk Management** South-Western Cengage Learning: Entrepreneurship - Ideas in Action Unit 12.1, 12.2 and 12.3 **The Big Data Breaches of 2014** http://www.forbes.com/sites/moneybuilder/2015/01/13/the-big-data-breaches-of-2014/#dce97613a48f **6 Tips to Reduce Employee Theft** https://www.entrepreneur.

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
		work • Describe strategies to reduce the risks of doing business internationally	found on shoplifting and how to protect company	com/article/229816
Explore Growth Strategies **NJSLS:** 9.3.12.BM-MGT.8 **CCTC:** BM-MGT 8 **CCSS:** RI.11-12.1, RI.11-12.4, RI.11-12.5, RI.11-12.6, RI.11-12.7, RI.11-12.10, SL.11-12.1; SL.11-12.2; SL.11-12.5; SL.11-12.6; L.11-12.4; L.11-12.5; L.11-12.6; W.11-12.4; W.11-12.6; W.11-12.10	At what point is a company ready for expansion? What growth strategy is best for a company? What is the optimal stage in the product life cycle for your business?	• Identify factors to consider when expanding a business • Assess growth strategies and choose one for your business • List and describe product life cycle stages and steps involved in product development	**Growth Strategies** Given a business, develop potential plans for expansion based on several growth strategies **Product Life Cycle** Create a chart showing sales for a product during its life cycle **New Product Development** Work with team to create a timeline of soft drinks since 2000 and create a	**Management for the Future** South-Western Cengage Learning: Entrepreneurship - Ideas in Action Unit 13.1 **Examples of Product Life Cycle Phases** http://smallbusiness.chron.com/examples-product-life-cycle-phases-13722.html **Product Development Strategy for McDonalds** http://smallbusiness.chron

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
			few new cola products beyond the current year	.com/product-development-strategy-mcdonalds-12207.html
Evaluate Social & Ethical Issues **NJSLS:** 9.3.12.BM.2 **CCTC:** BM.2 **CCSS:** RI.11-12.1, RI.11-12.4, RI.11-12.5, RI.11-12.6, RI.11-12.7, RI.11-12.10, SL.11-12.1; SL.11-12.2; SL.11-12.5; SL.11-12.6; L.11-12.4; L.11-12.5; L.11-12.6; W.11-12.4; W.11-12.6; W.11-12.10	Why is awareness of culture and ethics important for a business? What are the advantages of companies that are aware of culture and ethics? What obligation does a company have to the environment?	• Define Ethics and recognize the need for ethical practices in business • Discuss an entrepreneur's social responsibility • List ways to meet a business' environmental responsibilities	**Code of Ethics** Research the Code of Ethics for a given company and summarize findings **How important is ethics and social responsibilities** Write a one page position on how important ethic and social responsibilities are to you. **Green Business** Research a list of companies that have gone greed and document why those companies say they are choosing to be green	**Ethical and Social Issues** South-Western Cengage Learning: Entrepreneurship - Ideas in Action Unit 13.2 **Examples of Code of Ethics for Business** http://smallbusiness.chron.com/examples-code-ethics-business-4885.html **SBA Green Business Guide** https://www.sba.gov/managing-business/running-business/green-business-guide

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
Explain Global Trends and Opportunities **NJSLS:** 9.3.12.BM-MGT.3 **CCTC:** BM-BIM 3 **CCSS:** RI.11-12.1, RI.11-12.4, RI.11-12.5, RI.11-12.6, RI.11-12.7, RI.11-12.10, SL.11-12.1; SL.11-12.2; SL.11-12.5; SL.11-12.6; L.11-12.4; L.11-12.5; L.11-12.6; W.11-12.4; W.11-12.6; W.11-12.10	Are all online companies potentially global companies? How often do trade regulations change for international business? What benefit is there to a participating in the global economy?	• Discuss the reasons and methods for participating in the global economy • Determine whether international business is right for you • Identify trade regulations that affect international business	**Business Impact of World Events** Given a framework, identify how recent global events may impact global trends and opportunities **International Mini Business Plan** Work with a team to identify an international business opportunity and using a given framework, highlight elements of a potential business plan **Research Trade Agreement** Research frequently discussed trade agreement with the European Union, China or North America and recent developments in	**Global Trends and Opportunities** [South-Western Cengage Learning: Entrepreneurship - Ideas in Action Unit 13.3](#) **6 factors shaping the global economy in 2016** https://www.weforum.org/agenda/2015/12/6-factors-shaping-the-global-economy-in-2016/ **International Business Plan** https://willamette.edu/mba/pdf/faculty/knight/International_Business_Plan_Outline.pdf

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
			these trade agreements	

Unit 4 Vocabulary

Exports	Staffing
Imports	Job Description
Trade Barriers	Job Analysis
Quota	Chain of Command
Tariff	Recruit
Qualitative Restriction	Freelances
Ethics	Interns
Code of Ethics	Cash Budget
Business Ethics	Wages
Market Penetration	Salary
Market Development	Bonus
Product Life Cycle	Profit Sharing
Prototype	Commission
Trade Credit	Benefits
Consumer Credit	Gross Sales
Exchange Rates	Net Sales
Premium	Perpetual Inventory Method
Pure Risk	Stock Card
Speculative Risk	Point of Sale Software System
Controllable Risk	Periodic Inventory Method
Insurable Risk	Stock Turnover Rates
Risk Management	Organizational Structure
Risk Assessment	Operations Manual
Shoplifting	Democratic Manager
	Authoritative Manager

PATERSON PUBLIC SCHOOLS

Preparing All Children for College and Career

Suggested Unit Projects	
Choose At Least One	
Secure a speaker /owner of an Insurance Agent to share the types of insurance that small businesses buy and instances where companies had no insurance	Brainstorm a green business opportunity with team and write a business plan for green business.

Suggested Structured Learning Experiences	
Rutgers-Newark (SBDC) Small Business Development Center 25 James St. Newark NJ, 07102 Phone: 973-353-5950 Fax: 973-353-5978 Email: rnsbdc@business.rutgers.edu Facebook: http://facebook.com/njsbdc.rutgersnewark Twitter: https://twitter.com/rnsbdc SKYPE: rnsbdc http://www.business.rutgers.edu/rnsbdc	Greater Paterson Chamber of Commerce 100 Hamilton Plaza, Suite 1201 Paterson, NJ 07505 Main Phone: 973-881-7300 Fax: 973-881-8233 Jamie Dykes: 973-881-7301 E-mail:jamie@greaterpatersoncc.org Sheri Ferreira: 973-881-7302 E-mail: sheri@greaterpatersoncc.org Gladys Bayon: 973-881-7300 E-mail: gladys@greaterpatersoncc.org http://www.greaterpatersoncc.org/