PATERSON PUBLIC SCHOOLS
Preparing All Children for College and Career

Department of College and Career Readiness

Business Administration and Management Curriculum

5.0 Credits

Unit One

PATERSON PUBLIC SCHOOLS

Preparing All Children for College and Career

Business Administration and Management

Course Description

This is a five credit course that will introduce students to the background for a business administration and career opportunities. To meet the challenges of a global business environment, the student requires a high degree of professional competence in the technical aspects of management. This course will focus on providing students with an understanding of what is a business, how it operates as well has managing it in a global economy. It provides students with an understanding of business management functions, various management theories and the basic organization of a business. Importance is placed on learning about the areas of ownership, business organization, marketing, human resources, credit, finance and accounting and the impact of technology on all these areas. Students build a strong knowledge base and develop effective management skills and learn that successful managers are individuals who understand the benefits of teamwork and consensus building and are able to maximize the utilization of human resources. As leaders, they recognize the importance of technology and information management in the decision-making process and the value of ethics and social responsibility in building and maintaining business relationships. In addition, managers realize that the ability to recognize and respond to new business opportunities and changing economic conditions is critical to the overall success of a business both locally as well as in the global marketplace.

Business Administration and Management

Pacing Guide		
Unit	**Topic**	**Suggested Timing**
Unit 1	Owning a Business (Entrepreneurship)	approx. 6 weeks
Unit 2	Organization and Management of a Business	approx. 10 weeks
Unit 3	Opportunities and Growth	approx. 10 weeks
Unit 4	Management of People	approx. 9 weeks

Educational Technology Standards

8.1.12.A.4, 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.

PATERSON PUBLIC SCHOOLS

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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

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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

BUSINESS MANAGEMENT AND ADMINISTRATION (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.3 Explore, develop and apply strategies for ensuring a successful business career.
- 9.3.12.BM.4 Identify, demonstrate and implement solutions in managing effective business customer relationships.

BUSINESS INFORMATION MANAGEMENT (BM-BIM)

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

GENERAL MANAGEMENT (BM-MGT)

- 9.3.12.BM-MGT.2 Access, evaluate and disseminate information for business decision making.

9.3– Career and Technical Education

MARKETING (MK)

- 9.3.MK.10 Use marketing strategies and processes to determine and meet client needs and wants.
    - Acquire a foundational knowledge of selling to understand its nature and scope.

MARKETING MANAGEMENT (MK-MGT)

- 9.3.MK.MGT.2 Plan, manage and monitor day to day marketing management operations.

MARKETING RESEARCH (MK-RES)

- 9.3.MK.RES.1 Plan, organize and manage day to day marketing research activities.
- 9.3.MK.RES.2 Design and conduct research activities to facilitate marketing business decisions.
- 9.3.MK.RES.3 Use information systems and tools to make marketing research decisions.

Common Career Technical Core Standards

Business Management and Administration Career Cluster (BM)

- BM 1 - Utilize mathematical concepts, skills and problem solving to obtain necessary information for decision making in business.
- BM 3 - Explore, develop and apply strategies for ensuring a successful business career.
- BM 3.5 Utilize career-planning to enhance job-success potential.
- BM 5 - Implement systems, strategies and techniques used to manage information in a business.
- BM 6 - Implement, monitor and evaluate business processes to ensure efficiency and quality results.

Business Information Management Career Pathway (BM-BIM)

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

- MK-10.1 - Use marketing strategies and processes to determine and meet client needs and wants. Acquire a foundational knowledge of selling to understand its nature and scope.
- MK-RES.2 Design and conduct research activities to facilitate marketing business decisions.
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Marketing Communication (MK-COM)

- MK-COM.3 - Access, evaluate and disseminate information to enhance marketing decision-making processes.
- MK-COM.10 - Use marketing strategies and processes to determine and meet client needs and wants..

Common Core State Standards

CCSS - English-Language Arts

Key Ideas and Details:

- CCSS.ELA-LITERACY.RL.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.

Integration of Knowledge and Ideas:

- CCSS.ELA-LITERACY.W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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.

Research to Build and Present Knowledge:

- CCSS.ELA-LITERACY.W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Course: Business Administration and Management Unit: 1 Owning a Business Grade Level: 9-12	Unit Overview: Students will understand basic information about entrepreneurs and be exposed to different types of entrepreneurial businesses. Students will need to develop reading, writing and speaking skills needed for today's business world.

New Jersey Student Learning Standards (NJSLS): 8.1.12.F.1, 8.1.12.E.1, 8.1.12.A.4, 9.3.12.BM.3, 9.3.MK-RES.1, 9.3.MK-RES.2, 9.3.MK-RES.3, 9.3.MK.10, 9.3.12.BM.4, 9.3.12.BM-BIM.3, 9.3.12.BM-MGT.2, 9.3.12.BM.1,

Common Career Technical Core (CCTC): BM 3.5, MK10.1, MK-COM.3, MK-RES.2, BM.3, BM-BIM.3, BM.5, BM.6, BM.1

Common Core State Standards (CCSS): W.11-12.7, RL.11-12.1, W.11-12.1, W.11-12.4

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
Examine the differences between entrepreneurs and employees. **NJSLS:** 8.1.12.F.1, 9.3.12.BM.3 **CCSS:** W.11-12.7, RL.11-12.1, W.11-12.1, W.11-12.4 **CCTC:** BM 3.5	• What is an entrepreneur? • What are the types of entrepreneurial businesses? • What is the history of entrepreneurs in the United States? • How do you know if entrepreneurship is right for you?	• Define differences between employee and entrepreneurs. ▪ Compare and contrast the various types of entrepreneurial businesses. ▪ Define the strengths that you need as an entrepreneur.	**Graphic Organizer** Venn Diagram difference between entrepreneurs and employees. **PowerPoint, Prezi or Other Visual Aids** Create a concept for a business. Define its type and write a mission statement for your company. Set some	**Entrepreneurs versus Employees** http://www.huffingtonpost.com/yatin-khulbe/12-major-differences-betw_b_7991788.html **Shark Tank** https://www.youtube.com/watch?v=sKn8Tbp2a-4 **Job Descriptions** www.google.com

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
	• How do you identify business opportunities and set goals?		goals for your businesses. **Write** Student need to research job descriptions for presidents, directors, managers, and other business-related occupations of small companies. Write a paragraph explaining what skills and areas of knowledge these jobs involve and how they differ from one another.	https://www.shrm.org/templatestools/samples/jobdescriptions/pages/cms_001618.aspx
As an entrepreneur, you need to develop personal qualities for Business Success. **NJSLS:** 8.1.12.F.1, 9.3.12.BM.3 **CCSS:** W.11-12.7, RL.11-12.1, W.11-12.1,	• How would an entrepreneur impact a free market economy? • Why should a student pursue a career as an entrepreneur? • What skills does an entrepreneur need to be successful? • Are you born with	▪ Define entrepreneurship and describe its impact on a free-market economy ▪ Display understanding of the reasons for becoming an entrepreneur ▪ Identify key qualities	**Research** Students will research qualities of an entrepreneur, then choose one quality and describe instances in their own lives where they have exhibited this quality.	**Qualities of Entrepreneurs** http://ezinearticles.com/?Seven-Key-Qualities-of-Successful-Entrepreneurs&id=8795

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
W.11-12.4 **CCTC:** BM 3.5	those skills or can those skills be developed?	of successful business leaders ▪ Evaluate individuals' entrepreneurial qualities, skills, and interests	**Think, Pair and Share** Students identify what specialized knowledge and skill sets they have that can be applied to business in preparation for planning their own business. They can research You Tube Inventors and talk about their skill sets. **Poster** Students consider their own personal entrepreneurial qualities and skills and represent them on a poster in order to understand how these skills might be used in a career or in business.	**You Tube Inventors** http://kedharnadh.blogspot.com/2012/02/invention-of-youtube-steve-chen-chad.html **Posters Online** http://www.educatorstechnology.com/2013/02/the-best-10-tools-to-create-posters-for.html
Identifying and evaluate where business ideas come from. **NJSLS:** 8.1.12.F.1,	▪ Where do entrepreneurs get their ideas? ▪ What kind of business could I develop with	▪ Describe where business ideas come from and how they are evaluated ▪ Identify business	**Think, Pair, Share:** Where Do Entrepreneurs Get Their Ideas? In this example give the students some statistics	**Plastic bags statistics** http://www.reuseit.com/facts-and-myths/learn-more-facts-about-the-plastic-bag-

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
8.1.12.E.1, 9.3.12.BM.3 **CCSS:** W.11-12.7, RL.11-12.1, W.11-12.1, W.11-12.4 **CCTC:** BM 3.5	my skills? ▪ What trends are in the market that could identify different business opportunities?	opportunities that best match entrepreneurs' skills and abilities ▪ Compare and contrast alternative business ideas and identify the ones with possibilities ▪ Identify current market trends that provide opportunity to entrepreneurs in a given scenario	on plastic bags. Ask the students to brainstorm and come up with some alternative ideas for uses of plastic bags. As many answers as the students can come up with there is only one real issue. It has caused an environmental problem. In developing a business, we have to be mindful of things that are affected by our actions. **Products and the Problems Solved** Businesses are created sometime out of need to solve a specific problem. Students will brainstorm and identify inventions that were created to assist with a specific problem.	pandemic.htm **Products that Solve a Problem** https://www.chicobag.com/

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
			Peer Review: Generating Ideas as an Entrepreneur In an earlier activity, students developed an idea for a business. Working in groups, peers will review each business idea. Ask the following: •Is this a product/service you think people will need or want? Explain your reasoning. •What changes would you suggest to improve the product or service? •Is this a product or service that you would invest time or money into? Explain your reasoning.	**Peer Review Graphic Organizer** http://www.edutopia.org/resource/project-peer-review-download
To succeed as an entrepreneur, you will need to develop your writing, speaking, and listening skills.	▪ How do you write business letters and memos? ▪ How do you speak to customers and suppliers in meetings	▪ Demonstrate correct formatting for business letters and memos. ▪ Use language, terminology and	**Writing** Create a business letter to potential customers about their business and products/services they offer.	**Writing** https://owl.english.purdue.edu/owl/resource/653/01/ **Elevator Pitch**

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
NJSLS: 9.3.12.BM.1, 9.3.12.BM.4, 8.1.12.A.4 **CCSS:** W.11-12.7, RL.11-12.1, W.11-12.1, W.11-12.4 **CCTC:** BM1.1	and on the telephone? ▪ Demonstrate proficiency with the basic business math skills as applied to purchase orders and invoices? ▪ Calculate sales tax, sales slips, growth rates, interest rates, markups, markdowns, discounts, and manage a cash drawer? ▪ What are the steps to individual and group problem solving? ▪ How does brainstorming and consensus-based decision making work for groups?	complexity suitable to audience. ▪ Calculate basic addition and subtraction problems. ▪ Calculate using a formula for sales tax and understand how to calculate interest (Principle x Rate x time). • In a group, allow members to find a solution to a problem.	**Sale Pitch** Create that 30 second elevator pitch about their business. Present it to class. **Excel** Create a spreadsheet using formulates that will calculate interest rates, sales tax. Use trends lines to show profit or loss. **Short Response** Summarize the experience that you had brainstorming with peers to find a solution to a problem.	http://www.forbes.com/sites/nextavenue/2013/02/04/the-perfect-elevator-pitch-to-land-a-job/#674fd8947cbd\ **Excel Tutorials** http://www.gcflearnfree.org/excel2010/ **Brainstorming** https://www.mindtools.com/brainstm.html
Establishing a Market for your Business **NJSLS:** 9.3.12.BM.4, 9.3.12.BM-BIM.3, 9.3.12.BM-MGT.2,	▪ How can I analyze market information to benefit the business? ▪ What is involved in market research? ▪ What sources of	▪ Describe the various sources of market information ▪ Identify and evaluate market response to business ideas	**Think, Pair, Share: Customer Profiling** In this activity, students will define a target market and identify four methods used to	**Segmenting a Market** http://data.cteunt.org/content/files/marketing/retailing-e-tailing/unit-3-marketing-information-management/3-01-

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
9.3.MK-RES.2 **CCSS:** W.11-12.7, RL.11-12.1, W.11-12.1, W.11-12.4 **CCTC:** BM.3, BM-BIM.3, BM.5, BM.6	market research are available?	▪ Demonstrate the ability to conduct and interpret market research ▪ Develop market segmentation strategies	segment a market. Then they can explain the variables used in demographics, geo-graphics, psychographics, and behavioral segmentation trends. **Market Research** In this activity students will create survey questions they can ask potential customers. The purpose of the survey is to identify the needs of these customers and increasing their market share. **Creating Surveys** Students will use a Google form to create a survey that they can then email other students about their products/services for their business.	choosing-a-target-market-market-segment/3.01-choosing-target-market-segment.pdf **Market Research** https://www.nfte.com/Market-Research-PD.pdf **Google Forms** https://www.youtube.com/watch?v=s94fL4g0riI

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
The role that Marketing Plays in a Business **NJSLS:** 9.3.MK-RES.1, 9.3.MK-RES.2, 9.3.MK-RES.3, 9.3.MK.10 **CCSS:** W.11-12.7, RL.11-12.1, W.11-12.1, W.11-12.4 **CCTC:** MK10.1, MK-COM.3, MK-RES.2	▪ How does marketing impact a new business venture? ▪ What role does each aspect of marketing play in the growth of a business? ▪ What is the competitive advantage of marketing for a business?	▪ Explain the role and importance of marketing for a new business venture ▪ List the major aspects of marketing and explain the function and importance of each ▪ Demonstrate the ability to segment markets in specific scenarios ▪ Explain the role of competitive advantage in marketing a new business ▪ Explain how to profile an ideal customer to create an effective marketing plan	**Slogan Match** Create an activity where students match a company name with the logo/jingle or slogan for that company. **Compare and Contrast** Students will be comparing 3 similar products that are produced and marketed to different demographics. This activity should indicate to students that when entrepreneurs develop a new product or service, they must be aware of the competition that already exists within their respective markets. Once an entrepreneur understands the nature of the competition, the individual can develop a product with a competitive advantage.	**Slogan Match website** http://blog.hubspot.com/ marketing/brand-slogan-quiz#sm.000005y5edc8 wgdtsppulrwvtb0jk **Compare and Contrast Products.** ▪ Sensodyne Toothpaste: http://us.sensodyn e.com/ ▪ Tom's of Maine Toothpaste: http://www.tomsof maine.com/home ▪ Aquafresh Toothpaste: http://www.aquafr esh.com/

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
			Profiling the Ideal Customer Students will examine the type of consumers their product or service is ideally suited for and write out a description of these ideal customers by imagining their characteristics, preferences, and lifestyles.	**Customer Profiles** http://blog.thewholebrain group.com/steps-to-creating-an-ideal-customer-profile

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Unit 1 Vocabulary	
Business Letters, Memo and Emails Career Cash Drawer Demographics Discounts Entrepreneur Employee Employer Goals and Opportunity Growth rates Interest rates Markdown Market Research	Growth Rates Market Trends Markups Sales slips Sales Tax Survey Skill set Segment Vision and Mission Statements

Suggested Unit Projects	
Choose At Least One	
Write a research paper about one famous entrepreneur. Discover the education, their start in life, how they got started, etc.	Interview a local business owner. You have the option of taping this interview. Ask them questions about their business and the challenges they face.

Suggested Structured Learning Experiences	
United Parcel Service – UPS Corporate Office located on Corporate Drive in Mahwah, NJ.	Port Authority of NJ/NY located at Newark International Airport, Newark, NJ