



# SCHOOL DISTRICT OF THE CHATHAMS CURRICULUM PROFILE



**CONTENT AREA(S):** **Business**

**COURSE/GRADE LEVEL(S):** **Entrepreneurship / 10<sup>th</sup> - 12<sup>th</sup> Grade**

## **I. Course Overview**

Entrepreneurship is a one-semester course that focuses on the step-by-step process of forming a business. Students initially create an idea for a business, conduct secondary market research, and develop preliminary marketing and financial plans. The balance of the semester is devoted to writing a comprehensive business plan, which includes sections on product development and marketing, obtaining financing and insurance, hiring and managing employees, record keeping and accounting, and profit projections. Students prepare a final report and PowerPoint presentation intended for an audience of potential investors and lenders. The course also includes units on leadership and profiles of successful entrepreneurs.

## **II. Units of Study**

- Unit 1: Profiles in Entrepreneurship
- Unit 2: Business Planning Team Projects
- Unit 3: Business Ideation and Product Development
- Unit 4: Leadership
- Unit 5: Market Research
- Unit 6: Profitability Measurements
- Course Length Unit: Pitch Testing: Shark Tank

## **III. Learning Objectives**

### **New Jersey Core Curriculum Content Standards:**

21st-Century Life and Careers - All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

#### A. Critical Thinking and Problem Solving

- 9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences
- 9.1.12.A.2 Participate in online strategy and planning sessions for course-based, school-based, or outside projects.
- 9.1.12.A.3 Assess how a variety of problem-solving strategies are being used to address solutions to global problems by participating in online discussions with peers from other countries.



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- 9.1.12.A.4 Justify problem-solving strategies used in the development of a particular innovative product or practice in the United States and in another country.

## B. Creativity and Innovation

- 9.1.12.B.1 Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.
- 9.1.12.B.2 Create and respond to a feedback loop when problem solving.
- 9.1.12.B.3 Assist in the development of innovative solutions to an onsite problem by incorporating multiple perspectives and applying effective problem-solving strategies during structured learning experiences, service learning, or volunteering.

## C. Collaboration, Teamwork, and Leadership

- 9.1.12.C.5 Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.

## E. Communication and Media Fluency

- 9.1.12.E.1 Create messages for different purposes and audiences with sensitivity to cultural, gender, and age diversity, using various digital media outlets.
- 9.1.12.E.2 Generate digital media campaigns in support of or opposing a current political, social, or economic issue.
- 9.1.12.E.3 Design a digital communication system to alert other countries in the event of a natural disaster.
- 9.1.12.E.4 Predict the impact of emerging media technologies on international business and globalization.

## F. Accountability, Productivity, and Ethics

- 9.1.12.F.1 Explain the impact of current and emerging technological advances on the demand for increased and new types of accountability and productivity in the global workplace.

8.1 Educational Technology - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

- A. Technology Operations and Concepts
- B. Creativity and Innovation
- C. Communication and Collaboration
- D. Digital Citizenship
- E. Research and Information Literacy



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## F. Critical Thinking, Problem Solving, and Decision Making

### IV. Essential Questions

#### **Unit 1:** Profiles in Entrepreneurship

- What sets the “call of the entrepreneur” off from every other career path?
- What makes for a successful entrepreneur?
- Are successful entrepreneur’s made or born?

#### **Unit 2:** Business Planning

- What is the best approach to collaboration?
- What essential questions must be addressed by successful business plans?
- How is a pricing strategy developed?

#### **Unit 3:** Business Ideation and Product Development

- What more important to success, a good product or a good plan?
- How do creative ideas become business opportunities?
- What kinds of risks arise with business opportunities?
- What is the best way to create and maintain momentum?

#### **Unit 4:** Leadership

- Are the essential qualities of successful leadership the same for every business at any time?
- How do personal branding and skill development help identify successful leaders?
- Are successful leaders better listeners or better communicators?

#### **Unit 5:** Market Research

- What is the best way to collect and use information to make marketing decisions?
- What are the most important steps in the market research process?
- Is primary data more important than secondary data? How can you tell?

#### **Unit 6:** Profitability Measurements

- How does business regulation influence the success?
- What are the differences between payback analysis and break-even analysis?
- How many different ways can profitability be measured?

#### **Course Length Unit:** Pitch Testing - Shark Tank

- Is it more important to sell to customers or investors?
- Are shark tanks a net gain or net loss?
- What is the best way to determine and prove if the marketplace needs a product or skill?



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## **V. Key Performance and Benchmark Tasks**

- Homework, classwork, and project assignment completion, timeliness, and quality
- Teacher-made tests and quizzes
- Project-based Assessment
- Class Presentations
- Class participation, online forum discussions and graded discussion
- Formative and Summative evaluations

### **Business Plan Presentation**

Students draft, develop and present comprehensive business plans for review including executive plans, funding, marketing, and competition.

### **“Shark Tank” project**

Students review and select entrepreneurs on the program to work with and match with “sharks”. Choosing from the business prospects and determining the single plan they deem most attractive, students investigate what kind of growth could be expected from the business and how the company would make money. Students then develop the optimal financial arrangement and accurately assess risk.

## **VI. Instructional Materials**

### **Secondary Source Supplemental Readings and Media:**

Selected articles from professional journals, teacher-reviewed online sources, book excerpts, podcasts, online videos and other media