

NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



Introduction to Business

December 2023

BOE Approved February 2024

New Milford Board of Education

Wendy Faulenbach, Chairperson

Leslie Sarich, Vice Chairperson

Tammy McInerney, Secretary

Tom O'Brien, Assistant Secretary

Dean J. Barile

Eric Hansell

Sarah Herring

Brian McCauley

Superintendent of Schools

Dr. Janet Parlato

Assistant Superintendent

Ms. Holly Hollander

Author of Course Guide

Kristie O'Neill

New Milford's Mission Statement

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

Course Title

Grade Levels

Introduction to Business is a one semester course designed for students on every grade level who are interested in learning fundamental business concepts. The relationships and functions of business, and the consumer in a free enterprise system are examined. Emphasis is placed on discussion of business related current events and their effects in a global world. A variety of instructional practices and assessments will be used to cover topics such as the role of business in our economy, the business cycle, entrepreneurship, business ownership, business management, leadership, marketing and advertising, financial management and accounting, personal finance, information technology, and career planning. Group work, discussions, projects, and simulations will be used to authenticate the learning process. Interest in many areas can be explored further in additional business courses.

Vision of a Graduate

Critical Thinking - Students will engage in critical thinking throughout this course. To think critically, students need to be able to analyze information objectively, looking at all sides of an issue to come to a conclusion or a judgment that they can then support. Students will participate in project based learning throughout the semester requiring critical thinking including: evaluating economic choices in different countries around the world, creating a partnership idea between a for-profit and nonprofit organization, and exploring connections between successful entrepreneurs and their personality traits.

Communication - Students will learn and practice the art of being an effective communicator. They will be encouraged to express their prior knowledge or opinions on various topics throughout the course as well as present new information. Students will communicate through writing by creating informational and professional slideshows, as well as communicating orally through presentation to their peers.

Positive Relationships - Students will be encouraged to display respect to one another as well as to their teacher. They will be encouraged to understand that even though we may not all agree, we can respect each other's point of view and even have positive relationships with those we don't agree with.

Growth Mindset - Encouraging a Growth Mindset involves the student believing in themselves, having an open-mind, and demonstrating perseverance and resilience. In this course, students will make an effort to understand concepts, work to achieve their greatest potential, reflect on past mistakes and possible misconceptions, and explore ideas to expand their thinking.

Social Awareness - Students will be working on this daily. They will be encouraged to take the perspective of, and empathize with others, including those from diverse backgrounds, abilities and cultures.

Pacing Guide

Unit 1 - Business and the Economy	Pacing 4 weeks or 10-11 block classes
Unit 2 - The Changing Face of Business	Pacing 4 weeks or 10-11 block classes
Unit 3 - Business Ethics, Entrepreneurship and Management	Pacing 4 weeks or 10 -11 block classes
Unit 4 - Marketing and Advertising	Pacing 3 weeks or 10-11 block classes
Unit 5 - Managing Business Finances and Accounting	Pacing 3 weeks or 10-11 block classes
Unit 6 - Career Planning	Pacing 2 weeks or 5-6 block classes

Stage 1 Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
<p>ISTE 3.a - Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.</p> <p>ISTE 3.d- Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> ● Understand the history of the US economy to help predict future trends. ● Distinguish between wants and needs of themselves and others and how this drives the economy. ● Identify supply and demand relationships. ● Evaluate different economic structures throughout our world. ● Utilize the economic indicators to determine the state of an economy at any given time. 	
<p>ISTE 6.c - Communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models, or simulations.</p> <p>ISTE 7.b - Students use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.</p>	<i>Meaning</i>	
	<p>UNDERSTANDINGS <i>Students will understand that....</i></p> <ul style="list-style-type: none"> ● What people want and need affects what they will purchase and ultimately the overall economy. ● Individuals have an influence on business and the economy. ● Supply and Demand plays a key role in setting the price of a particular product in the market economy. ● Societies make economic decisions about how to meet the needs of people by answering three basic questions. ● In a free-market economy, price is a function of supply and demand. 	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> ● If wants and needs drive the economy what products and services do you think will eventually be obsolete? ● How can your generation influence business and the economy as a whole? ● What factors should be considered when deciding how much you are willing to pay for something you really want? ● If you were to establish your own economy, how would you answer the three basic questions? ● What resources might the United States have limited supply of in the future? Why?

<p>CCSS.ELA-LITERACY.RST.9-10 .2- Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.</p>	<ul style="list-style-type: none"> There are five economic indicators that measure how a country is producing, whether its economy is growing, and how it compares to other countries. 	<ul style="list-style-type: none"> Based on all five economic indicators, would you be likely to start your own company now?
	<p>Acquisition</p>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> A want is something that people desire to have, that they may, or may not, be able to obtain. Needs are something you have to have to survive. The law of supply and demand is the amount of goods and services that are available for people to buy compared to the amount of goods and services that people want to buy. The three basic questions that societies use to make economic decisions are: What should be produced, how should it be produced and who should it be produced for. The five economic indicators are: Gross Domestic Product, Standard of Living, Unemployment Rate, Rate of Inflation and National Debt. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> Identifying a want verses a need and making connections between societal trends and business decisions. Examining supply and demand relationships in real world scenarios and how supply and demand affect pricing. Analyzing business decisions to determine how different companies and cultures make decisions based on the three basic questions. Identifying the state of an economy by reviewing the economic indicators and making personal and professional decisions accordingly.

STAGE 2

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
A, M, T	<p>Teacher Rubric evaluating content accuracy, originality, creativity, and professionalism of slideshow and oral presentation.</p> <p>Peer Review evaluating public speaking skills including: loud voice, facing class, putting information into their own words, professionalism and knowledge of information.</p> <p>Impact - Slideshow - was the task complete - was the required information clearly provided in an easy to read way -including: Target Market identification, current state of the economy, details on toy production, and expected supply and demand. Oral Presentation - Did the presenter engage with the audience and present the information in an effective and easy to follow way.</p> <p>Content - Was the fad invention explained in a comprehensive way with critical information including: the economy status, product need, as well as details on where to sell and expected demand. All information should lead to an insightful overall product recommendation.</p> <p>Quality - The slideshow is free of errors, uses appropriate capitalization and punctuation, bullets to align data, contains an informative</p>	<p>PERFORMANCE TASK(S): The Supply and Demand of Toy Fads</p> <p><i>Students will show that they really understand evidence of...</i></p> <p>GOAL - Students will be assigned the role of Toy Producer for a major Toy Company. They must research the current wants and needs of their market to create the next Toy Fad. Using research on the current state of the economy and their target audience, they will need to determine the price of the toy, when to produce it, how much to produce, where to sell it, and make predictions on expected supply and demand. They will present their “toy invention” using Google Slides to potential major retail “Buyers”.</p> <p>ROLE - Toy Producer</p> <p>AUDIENCE - Your classmates (Major retail buyers)</p> <p>SITUATION - Your invention of “Fingerlings” was a huge hit and your boss expects the same success for your upcoming invention. It is crucial you come up with the next major Toy Fad! Using the economic indicators, determine the state of the current economy and identify your Target Market before you make any major decisions. Create a google slides presentation that explains your toy in detail, who your target market for the toy is, how much you will charge for the toy, how much should be produced, the ideal timeframe for production and selling, where to sell your product and expected supply and demand. Make sure your presentation is exciting and informative so the potential buyers will commit.</p> <p>PRODUCTS AND PERFORMANCES GENERATED BY STUDENT - Students will create a professional google slide show presentation</p>

	<p>title and image on every slide and maintains an overall professional appearance.</p> <p>Process - During the oral presentation, the presenter does not read off slides, but puts information into their own words while speaking in a loud voice and facing the class.</p>	<p>which will include: the status of the current economy with factual support, an identified target market, details on a new “toy invention”, and conclusion.</p> <p>STANDARDS/CRITERIA FOR JUDGING SUCCESS - Professional presentation with accurate research, no errors, and original content. Teacher will provide an exemplar and rubrics to assist in expectations.</p>
<p>A,T</p> <p>A,T</p> <p>A,T</p> <p>A,T,M</p> <p>A, T, M</p>	<p>Teacher Observation</p> <p>Oral presentation rubric</p> <p>Teacher observation</p> <p>Teacher Checklist</p> <p>Presentation rubric, oral presentation rubric, teacher observation and teacher checklist</p>	<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <p>End of unit formative assessment - written exam</p> <p>Oral rubric for comments made during presentation</p> <p>Written responses to classwork</p> <p>Student completion of guided notes with higher level thinking questions.</p> <p>Student completion of GRASP - research, documentation, google slide creation, oral presentation, peer review.</p>

Stage 3 – Learning Plan	
<p>Code</p> <p>M</p>	<p>Pre-Assessment</p> <p>Pre-assessments will be given to determine student’s prior knowledge regarding the economy, economic structures, supply and demand, and economic indicators. Real economic topics will be used to determine prior knowledge on topics</p>

	Summary of Key Learning Events and Instruction	Progress Monitoring
A, M	Teacher will begin the unit with a discussion on the difference between wants and needs and products and services.	<p>Teacher monitors and evaluates:</p> <ul style="list-style-type: none"> - Whole class, small group, and partner discussions and work. - Student participation in class activities. - Student ability to relate a concept learned in class to a real world situation. - Student participation in class discussion and group work. - Summative assessment
A, M, T	Students will participate in a competitive fun group activity to think of local examples of each.	
	Teacher will introduce and explain the 3 types of resources, the characteristics of different economies around the world and how countries answer the 3 economic questions differently.	
A, M, T	Students will apply the 3 types of resources to current events, videos and an individual “Country Project” where they evaluate how that country handles their resources and makes economic decisions.	
A, M	Teacher leads discussion on the concept of supply and demand, equilibrium, scarcity and fads.	
A, M, T	Student completes a mini fad project researching past fads.	
A, M	Teacher will discuss the concepts of competition and profit as well as the 5 economic indicators.	
	<p>Resources:</p> <ul style="list-style-type: none"> - Teacher-made slides, notes, directions, rubrics and presentations - Online videos including “how pencils are made” and “the creation of candy canes” - Teacher created google forms <p>All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p>	

Stage 1 Desired Results

ESTABLISHED GOALS

ISTE 2.b - Engage in positive, safe, legal, and ethical behavior when using technology, including social interactions online or when using networked devices.

ISTE 3.a - Plan and employ effective research

ISTE 6.d - Publish or present content that customizes the message and medium for their intended audiences

CCSS.ELA-LITERACY.W.9-10.7
- 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.

Transfer

Students will be able to independently use their learning to...

- Understand the differences in how businesses are structured in society.
- Recognize the difference between for profit and non profit businesses as a consumer and as an employee.
- Evaluate companies to determine if they are a good place to work or to provide business to.
- Recognize characteristics in society that signal stages of a business cycle and its impact to their financial and personal decisions.

Meaning

UNDERSTANDINGS

Students will understand that...

- There are different ways to organize a business, each with different pros and cons.
- The workplace is constantly changing and in order to be successful as an employee and a company you need to be willing to change with it.
- All businesses operate around a certain business cycle that drives decision making.
- For-profit and non-profit businesses have different goals and regulations.
- Companies have positive or negative reputations based on several factors.

ESSENTIAL QUESTIONS

Students will keep considering...

- Considering past history and recent changes in business, what will the business structure look like in the next 100 years?
- What are some things a business owner can do to overcome issues in each of the stages of the business cycle?
- Is it fair and ethical that for-profit and non-profit businesses have different tax laws?
- What company do you respect and why?
- How has COVID changed certain aspects of business?

Acquisition		
	<i>Students will know...</i>	<i>Students will be skilled at...</i>
	<ul style="list-style-type: none"> ● A sole proprietorship is a business that is owned and managed by an individual who receives all of the profits and bears all of the losses. ● A partnership is a business that is owned by two or more individuals who receive all of the profits and bear all of the losses. ● A corporation is a business that is owned by stockholders and has rights and responsibilities as if it were a person. ● In order to be successful, businesses need to be aware of changes in the world around them and make changes accordingly. ● A business is an organization or economic system where goods and services are exchanged for one another or for money. ● A non-profit business is a corporation or an association that conducts business for the benefit of the general public without shareholders and without a profit motive 	<ul style="list-style-type: none"> ● Describing the advantages and disadvantages of the major forms of business. ● Determining what type of business to create based on one's goals and priorities. ● Identify changes in the workplace including : population size, population makeup, technological advancements and required skills. ● Understanding the goals and regulations of for-profit vs non-profit organizations.

STAGE 2

Code	Evaluative Criteria	Assessment Evidence
A, T, M	Teacher Rubric evaluating content accuracy, originality, creativity, and professionalism of slideshow and oral presentation.	PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i>
A, T, M	Peer Review evaluating public speaking skills including: loud voice, facing class, putting information into their own words, professionalism and knowledge of information. Impact - Slideshow - was the task complete - was the required information clearly provided in an easy to read way -including: Target Market identification, current state of the economy, details on toy production, and expected supply and demand. Oral Presentation - Did the presenter engage with the audience and present the information in an effective and easy to follow way. Content - Was the fad invention explained in a comprehensive way with critical information including: the economy status, product need, as well as details on where to sell and expected demand. All information should lead to an insightful overall product recommendation. Quality - The slideshow is free of errors, uses appropriate capitalization and punctuation, bullets to align data, contains an informative title and image on every slide and maintains an overall professional appearance.	GOAL - Students will be assigned the role of corporate advisor, hired to help improve profits and public image of a business by forging a relationship with a non-profit organization. They must identify and conduct a current analysis of a business and make the recommendation of which non-profit to partner with. All facets of both companies should be explored, including why the partnership makes sense and how it will benefit both parties. ROLE for student - Corporate Advisor AUDIENCE - Company executives or owners (classmates) SITUATION - More and more businesses are forming strategic alliances to become more competitive. Sometimes, businesses pair up with non-profit organizations in a relationship that is beneficial to both. You have been hired to conduct research and identify a non-profit organization that would work best with your current company. In a short and engaging Google Slideshow, describe both the nonprofit and for-profit companies. Include in your description, the goals of the alliance, why they should partner up, how it benefits both parties. You must also create a fundraising campaign that will bring awareness and profits to both companies. Products and performances generated by student - Students will utilize google slides to present their findings, analysis and recommendations to the corporate management team. Standards/criteria for judging success - Professional presentation with no errors, organized in a way that shows a clear picture of both companies and how this relationship will benefit

	<p>Process - During the oral presentation, the presenter does not read off slides, but puts information into their own words while speaking in a loud voice and facing the class.</p>	<p>both. Teacher will provide an exemplar and rubrics to assist in expectations.</p>
<p>A, M</p> <p>A,M,T</p> <p>A,M,T</p> <p>A</p>	<p>Observation of student notes and discussions during teacher led notes</p> <p>Observation of student feedback in small groups and completion of student assignments in google classroom.</p> <p>Class discussion</p> <p>Summative assessments</p>	<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <p>Student completed note packet for unit 2</p> <p>Small group and individual projects and assignments</p> <p>Whole group discussions and reflections</p> <p>Quizzes and Unit test</p>

Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
	Pre-Assessment will be in the form of an activity where students will collaborate in small groups to identify and discuss various business structures locally, regionally, and nationally.	
<p>A, T</p> <p>A, M, T</p> <p>A,M,T</p>	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>Teacher leads whole class discussion to identify prior knowledge of business structures.</p> <p>Teacher will utilize a daily google slideshow to deliver fundamental concepts for notes. This will include traditional, student led, videos, articles, etc. and will serve as a springboard for other activities.</p> <p>Students will participate in note taking as well as class discussions.</p> <p>Teacher will assign daily mini projects for students to apply concepts to real world scenarios, both independently and in small groups. For example: Entrepreneurship and business cycle projects.</p> <p>All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p>	<p>Progress Monitoring</p> <p>Oral observation of small group and whole group discussions.</p> <p>Monitoring of student note packets and oral feedback for understanding.</p> <p>Students will provide accurate responses to questions or correctly apply concepts to assigned situations.</p> <p>Student completion of GRASPS activity</p>

Stage 1 Desired Results

ESTABLISHED GOALS

ISTE 2.b - Engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.

ISTE 3.c - Curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.

CCSS.ELA-LITERACY.RST.11-12.7 - Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g. quantitative data, video, multimedia) in order to address a question or solve a problem.

Transfer

Students will be able to independently use their learning to...

- Identify ethical and unethical behavior
- Know the steps for dealing with an ethical dilemma both personally and professionally
- Realize the rewards and challenges of entrepreneurship and franchises
- Identify the differences in management structures and the skills necessary for effective management
- Recognize the characteristics of a good leader and how to develop leadership skills

Meaning

UNDERSTANDINGS

Students will understand that...

- Individuals have different ethical and moral standards
- Ethical and unethical behavior affect companies in positive and negative ways.
- In addition to making a profit, companies have social responsibilities.
- There is a wide variation of ethical practices throughout the world.
- Entrepreneurs and franchise owners face many challenges, however, those who succeed see many rewards.
- Management is an important part of the business structure and varies greatly.
- Effective leadership plays a role in business success.

ESSENTIAL QUESTIONS

Students will keep considering...

- How do your ethics and morals vary from your peers?
- What would you do if a business directive went against your morals?
- Where do our ethics and morals come from?
- If you were to purchase a franchise, which one would it be and why?
- What type of leadership would you function best under? Why?

Acquisition		
	<i>Students will know...</i>	<i>Students will be skilled at...</i>
	<ul style="list-style-type: none"> ● Ethics are the moral principles by which people conduct themselves personally, socially, or professionally. ● Business ethics are rules based on moral principles about how businesses and employees ought to conduct themselves. ● Different cultures, businesses, and industries have different ethical standards. ● Unethical business practices include lying, offering substandard merchandise, or treating customers or employees unfairly. ● The four social responsibilities of a company are to: the general public, the customers, investors, and employees. ● Some rewards of entrepreneurship are: Being your own boss, doing what you enjoy, being creative, and building an enterprise. ● Challenges of entrepreneurship are: funding, being responsible for the business, feeling alone, and uncertain income levels. ● Management includes the process or functions of planning, organizing, leading and controlling. ● Leadership means taking a company and its employees in a direction based on a vision. Good leaders see the big picture and manage others by inspiring them. 	<ul style="list-style-type: none"> ● Analyzing a real world scenario, identifying the ethical and unethical behaviors that led to positive or negative outcomes. ● Appreciating the risk vs reward of small business ownership and entrepreneurship. ● Identifying social responsibilities of companies. ● Explaining the roles and functions of management within an organization. ● Describing the qualities of a good leader and understanding its importance. ● Recognizing the 4 social responsibilities of every company.

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
A, M, T	<p>Teacher Rubric evaluating content accuracy, and professionalism of slideshow and oral presentation.</p> <p>Peer Review evaluating public speaking skills including: loud voice, facing class, putting information into their own words, professionalism and knowledge of information.</p> <p>Impact - Slideshow - the reasoning for selecting the ethical codes as it relates to the chosen industry, as well as the social initiatives. Oral Presentation - Did the presenter engage with the audience and present the information in an effective and easy to follow way.</p> <p>Content - was the task complete - was the appropriate ethical and initiatives chosen and justified in detail? Were these choices appropriately selected, identified and detailed.</p> <p>Quality - The slideshow is free of errors, uses appropriate capitalization and punctuation, bullets to align data, contains an informative title and image on every slide and maintains an overall professional appearance.</p> <p>Process - During the oral presentation, the presenter does not read off slides, but puts information into their own words while speaking in a loud voice and facing the class.</p>	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p>GOAL - Students will create two online posters outlining a code of ethics for a new company as well as initiatives to help the company be socially responsible.</p> <p>ROLE - Employee of a new startup company.</p> <p>AUDIENCE - Your boss and members of the ethics committee.</p> <p>SITUATION - Your team works for a new startup in an industry of your group's choice. Based on what you learned about business ethics and exploring examples of Code of Ethics and Social Responsibility initiatives, you have been tasked with developing the startup's Code of Ethics and promoting a Social Responsibility Campaign. Your boss has assigned your team to create 2 posters that summarize employee Code of Ethics and highlight a new initiative by the company to be more socially responsible. Your group will need to identify the industry you work in and come up with a name for the startup. Be prepared to share your electronic posters with me and the class.</p> <p>PRODUCT - Two electronic posters will be created. One will contain a list of appropriate code of ethics for the business and its employees, the other will identify the company's social responsibility initiatives.</p> <p>STANDARD - Both posters should be attractive, free of errors and completed online using the website "canva" or google slides. They should contain all required information relevant to the business, employees and society.</p>

A, M	Observation of student notes and discussions during teacher led notes	OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i>
A,M,T	Observation of student feedback in small groups and completion of student assignments in google classroom.	Further information: Google classroom activities and assignments Quizzes, formative assessments and short writing responses. Student completion of guided notes with higher level thinking questions.
A,M,T	Class discussion	Student completion of GRASP - google slide creation, oral presentation, peer review.
A	Summative assessments	

Stage 3 – Learning Plan

Code	Pre-Assessment Pre-assessments will be given to determine student's prior knowledge regarding criminal and civil cases including negligence. Real legal cases will be used to determine prior knowledge.	
	Summary of Key Learning Events and Instruction	Progress Monitoring
A, M	Teacher leads a discussion regarding identifying ethical and unethical characteristics - both personal and professional, including examples of both.	Teacher monitors and evaluates: <ul style="list-style-type: none"> - Whole class, small group, and partner discussions and work. - Student participation in class activities. - Summative assessment
A, M, T	Students complete an ethical dilemma activity where they are given ethical situations and they must determine the appropriate decision using the ethical steps.	
A, M, T	Teacher will utilize daily slideshow to deliver fundamental concepts for notes. This will include traditional, student led, videos, articles, etc. and will serve as a springboard for other activities.	
A, M, T	Students will take notes and answer thought provoking questions	
A, M	Teacher utilizes real world examples to explain entrepreneurship and characteristics of successful entrepreneurs.	
A, M, T	Students will complete a famous entrepreneurship project to analyze the success and characteristics of their entrepreneur.	
A, M, T	Students will complete the GRASP Activity	

	<p><u>Resources:</u></p> <p>All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p> <p>Additional Resources:</p> <ul style="list-style-type: none">- Teacher-made slides and presentations- Teacher made guided notes - questions- GRASP template, teacher made directions and rubrics.	
--	--	--

Stage 1 Desired Results		
<p>ESTABLISHED GOALS</p> <p>CCW 11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>CCSL 11-12.1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>CCSL 11-12.1.d - Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> • Understand the concepts and strategies utilized to determine target marketing to a select audience • Identify the functions of Marketing • Differentiate between the different types of advertising media • Understand various media measurements and rates 	
	Meaning	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Marketing different items requires a different strategy due to various target markets. • There are seven functions of Marketing • In order to be successful all elements of the Marketing Mix must work together • Market research gathers information on the potential market and is crucial for success. • Companies take seven steps in developing a new product. • The type of medium an advertiser uses depends on the market it wants to reach. 	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> • What marketing strategies are effective on you personally? Do you think this will change as you get older? • What is the most important thing to know about an audience in today's changing market? • If you were to develop a new product, who would you develop it for and why? • If not many people read newspapers anymore, why do companies still advertise there? • With the increase in social media and online advertising, do you think print advertising will be obsolete in the future? • If you had a large advertising budget but could only advertise using one medium,

<p>CCSL 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.</p>	<ul style="list-style-type: none"> • Media measurement plays a key role in determining an advertisement's success. • Media rates are determined by several factors. 	<p>which one would you use and why?</p>
<p>NBEA National Business Education Association: Basics of the Law Achievement Standard I: Analyze the relationship between ethics and the law and describe sources of the law, the structure of the court system, different classifications of procedural law, and different classifications of substantive law.</p>	<p>Acquisition</p>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • Marketing is the process of creating, promoting, and presenting a product or service to meet the needs and wants of consumers. • The seven functions of marketing are: Distribution, Financing, Marketing Information Management (MIM), Pricing, Product Service Management, Promotion and Selling. • The marketing mix (or the 4 Ps) include: Product, Place, Price and Promotion. • Market research is the gathering and analysis of information on the size, location, and makeup of a market. • The seven steps of product development are: Generate Ideas, Screen Ideas, Develop a Business Plan, Develop the Product, Test-Market the Product, Introduce the Product, and Evaluate Customer Acceptance. • Advertising is the public promotion of something such as a product, service, business, or event, to attract or 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Analyzing a target market to determine their needs and wants. • Recognizing the functions of marketing and how they are used. • Identifying market research in their own lives. • Applying the four elements of the marketing mix • Evaluate why some products succeed while others fail by reviewing the steps of product development. • Analyze various advertising strategies that are used in today's world. • Determine the cost effectiveness of different advertising methods depending on the individual goals and target markets.

increase interest in it.

- There are a variety of types of media including: newspapers, television, direct-mail, directory, radio, online, social media.
- Different media are good for different markets and have a wide range of costs.

STAGE 2

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
A, M, T	<p>Teacher Rubric evaluating content accuracy, originality, creativity, and professionalism of all submitted work.</p> <p>Peer Review evaluating public speaking skills including: loud voice, staying in character, knowledge of role, professionalism and knowledge of information.</p> <p>Impact - Slideshow - the need for the new cookie idea is clear and correlates correctly to a clearly defined target market. The details show creativity.</p> <p>Oral Presentation - Did the presenter engage with the audience and present the information in an effective and easy to follow way.</p> <p>Content - was the task complete - was the target market clearly defined including all aspects of demographics, psychographics and geographics? Were these choices appropriately selected, identified and detailed. Were all 4 Ps included and match the target market and brand?</p> <p>Quality - The slideshow is free of errors, uses appropriate capitalization and punctuation, bullets to align data, contains an informative title and image on every slide and maintains an overall professional appearance.</p> <p>Process - During the oral presentation, the presenter does not read off slides, but puts</p>	<p>PERFORMANCE TASK(S):</p> <p>GOAL - Students will be assigned the role of cookie creator for a large snack brand. The company would like to come up with “the next big cookie”. They must evaluate the current market, determine a “need” for a specific type of cookie, identify a target market, create the packaging and advertising for the new cookie and determine where to advertise.</p> <p>ROLE - Cookie Creator</p> <p>AUDIENCE - Nabisco brand manager</p> <p>SITUATION - Nabisco, a leader in the food industry is falling behind in the cookie market. They have enlisted your team to create the next best selling cookie. In order to do this you must: evaluate the current cookie market, identify a target market, create your cookie, packaging and advertising based on the needs and wants of this target market. You will present a cookie prototype including all of the four P’s (product, price, place and promotion) and produce at least one form of advertising to them at the next meeting.</p> <p>PROJECT - Students will answer various detailed questions regarding their cookie choices, target market, 4 Ps, packaging, marketing and advertising decisions in google docs. They also will present a prototype cookie as well as packaging and advertising.</p> <p>STANDARD - High level thinking is required to complete this assignment. The choices of advertising and cookie details must match the needs of the specified target market (including demographics, psychographics and geographics). A well thought out strategy is required as well as a neat prototype done in real life or on Google Slides.</p>

	information into their own words while speaking in a loud voice and facing the class.	
A, M	Observation of student notes and discussions during teacher led notes	<p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> • Student completed note packet for Unit 4 • Small group and individual projects and assignments • Whole group discussions and reflections • Results on unit quizzes and test. • Peer evaluation forms
A,M,T	Observation of student feedback in small groups and completion of student assignments in google classroom.	
A,M,T	Class discussion	
A	Summative assessments	

Stage 3 – Learning Plan

Code	Pre-Assessment Pre-assessment will include informal conversations with students regarding marketing and advertising. Students will also complete a pre-assessment questionnaire to identify prior knowledge.	
	<p>Summary of Key Learning Events and Instruction</p> <p>A, M Teacher will lead a discussion to identify prior knowledge of marketing and advertising.</p> <p>A, M Teacher will utilize daily slideshow to deliver fundamental concepts for notes. This will include traditional, student led, videos, articles, etc. and will serve as a springboard for other activities.</p> <p>A, M Teacher will present real world examples of social, print, and multimedia advertising.</p> <p>A, M Students will evaluate real world marketing to identify target markets and demographics.</p> <p>A,M,T Teacher will assign daily mini projects for students to apply concepts to real world scenarios, both independently and in small groups.</p> <p>A,M,T Students will create a target market “person” to identify specific characteristics based on various products.</p> <p><u>Resources:</u> Additional Resources:</p> <ul style="list-style-type: none"> - Teacher-made slides and presentations - Online video resources - Teacher made directions and rubrics. <p>All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p>	<p>Progress Monitoring</p> <p>Teacher monitors and evaluates:</p> <ul style="list-style-type: none"> - Whole class, small group, and partner discussions and work. - Oral and written responses - Student ability to perform in a role playing situation. - Monitoring of student completion of note packets - Student participation in class discussions

Stage 1 Desired Results

ESTABLISHED GOALS

ISTE 3.a - plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.

ISTE 5.b collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.

CCSS.ELA.LITERACY.11-12.3 - Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

Transfer

Students will be able to independently use their learning to...

Understand the importance of having a business plan and how planning leads to success.

Explain what a budget is and how it is used

Distinguish between the three main financial statements used by a business and understand their purpose

Meaning

	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <p>A financial plan outlines the essential financial facts about a new business or venture</p> <p>Business people use a financial plan to help them make decisions about the future.</p> <p>Budgets help a business guide its future by determining how money will be used or spent over a particular period.</p> <p>Accounting provides financial information about an organization.</p> <p>Balance sheets, income statements and statements of cash flow show the financial position of a business.</p>	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <p>If financial plans are well thought out and researched, why do some businesses still fail?</p> <p>Are there times where financially you shouldn't spend money on your business, but it is still a good business decision to do so?</p> <p>Have you created a personal budget? Did you stick to it? What factors did you consider?</p> <p>Is it possible for the accounting information of a business to be positive but the company be in danger?</p>
	Acquisition	
	<p><i>Students will know...</i></p> <p>An effective financial plan includes: identifies assets needed to purchase, describes the amount of money needed, describes the expenses a business will incur, describes how the business will report finances, forecasts finances to project future profitability and explains how the business will acquire money.</p> <p>A budget is a plan specifying how money will be used or spent during a particular period.</p>	<p><i>Students will be skilled at...</i></p> <p>Reading and understanding a simple financial plan.</p> <p>Analyzing a budget plan for a start-up business.</p> <p>Completing a simple accounting equation.</p> <p>Reading and interpreting basic income statements, balance sheets and cash flow statements.</p>

	<p>The six reasons for creating a financial plan in business</p> <p>The three components of the accounting equation</p> <p>Accounting is the systematic process of recording and reporting the financial position of a person or an organization.</p> <p>The accounting equation is $\text{Assets} = \text{Liabilities} + \text{Owner's Equity}$</p> <p>The income statement is a report of revenue, expenses, and net income.</p> <p>A balance sheet is a report of the balances in all assets, liabilities, and owner's equity accounts at the end of an accounting period.</p> <p>A cash flow statement is a financial report that shows incoming and outgoing money during an accounting period.</p>	
--	---	--

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
A,T,M	<p>Teacher Rubric evaluating content accuracy, originality, creativity, and professionalism of all submitted work.</p> <p>Impact - Budget - was the budget completed with all necessary components included. Did the financial advisor persuade the investor to follow the budget guidelines?</p> <p>Content - Did the budget decisions make sense for the individual company based on the status of the company. Was there sufficient money left over for anticipated emergencies?</p> <p>Quality - The budget is free of errors, with all requirements met. The mathematical equations are correct and make sense for the specific business. The emergency amount is appropriate and correct.</p> <p>Process - During the oral presentation, the presenter explains the budget information in their own words and relate all decisions to the needs of the specific business.</p>	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i> GOAL - Create a simple business budget that ensures all bills are paid and money is left over for emergencies for a given company. Students will be given certain information and parameters and will roleplay as the financial advisor.</p> <p>ROLE - Financial advisor / accountant</p> <p>AUDIENCE - Company investors</p> <p>SITUATION - The situation will vary for each group. Some companies will be established and secure companies with varying goals and upcoming situations, while others will be start-up or failing businesses.</p> <p>PRODUCT - Create an annotated budget and be able to explain decisions.</p> <p>STANDARDS - The budget must be realistic, ensure all bills are paid, required money is left over, and provide a clearly written and cohesive rationale for the amount of each budget item.</p>

A, M	Observation of student notes and discussions during teacher led notes	OTHER EVIDENCE: Student completed note packet for unit 5
A,M,T	Observation of student feedback in small groups and completion of student assignments in google classroom.	Small group and individual projects and assignments
A,M,T	Class discussion	Whole group discussions and reflections
A	Summative assessments	Results on unit quizzes and test.

Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i> A pre-assessment for this unit will include a worksheet requiring students to identify various parts of a budget, cash flow, balance sheet and income statement to determine prior knowledge. Further pre-assessment will include informal group conversations.	
<p>A, T</p> <p>A, M, T</p> <p>A,M,T</p>	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>Teacher leads discussion to identify every day accounting language students may have already known.</p> <p>Teacher will utilize daily slideshow to deliver fundamental concepts for notes. This will include traditional, student led, videos, articles, etc. and will serve as a springboard for other activities.</p> <p>Students will take notes and participate in class discussions.</p> <p>Teacher will assign daily mini projects for students to apply concepts to real world scenarios, both independently and in small groups. Students will create a personal budget</p> <p>Students will evaluate various companies financial information and accounting statements and providing recommendations based on current market situations.</p> <p>All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p>	<p>Progress Monitoring</p> <p>Oral and written responses.</p> <p>Monitoring of student note packets and class discussion.</p> <p>Student work will reflect knowledge, comprehension, and evaluation.</p>

Stage 1 Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
<p>CCSS.ELA-LITERACY.RST.11-1 2.7 - Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> • Understand the importance of career planning for future success • Define five attributes about themselves they should use when analyzing careers • Describe how the workforce is changing • Identify short, medium and long term personal goals • Identify the three lists needed to make a career plan • Be prepared when applying for a job 	
<p>CCSS.ELA-LITERACY.RST.11-1 2.9 - Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p>ISTE 1.a - articulate and set personally learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.</p> <p>ISTE 3.d - publish or present content that customizes the message and medium for their intended audiences.</p>	<i>Meaning</i>	
	UNDERSTANDINGS	ESSENTIAL QUESTIONS
	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Choosing a career is an important decision that everyone must make. • Pursuing a career requires career planning • Knowing about your individual interests, values, skills, abilities, aptitudes and personality is a key part of your career journey. • The world is constantly changing, it is important to know the types of workers who are needed as well as skills needed in today's world. • It is important to have short and long term goals • Making your three lists will help you achieve your goals 	<p><i>Students will keep considering...</i></p> <ul style="list-style-type: none"> • What are your individual strengths and weaknesses? • What type of job do you see yourself in 30 years from now? • Do your individual interests and values match the job you want? • What will the workforce look like when you enter it? • Will the job you want now exist when you graduate college? • How can you start preparing now to make sure you have a good resume and are prepared for a job interview?

	<ul style="list-style-type: none"> • Professional and effective resumes are crucial for job searching • There are right and wrong ways to fill out a job application • There are steps you need to complete to prepare for every job interview. 	
	Acquisition	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • Work is essential to almost everyone's economic and social well-being. • Career planning consists of assessing your potential, analyzing your options, and preparing for your future. • Today's workers must be adaptable and willing to learn new technologies and ways of working. • Goals can be short, medium or long term. Short term is something you might start and reach quickly, medium is usually more challenging and takes longer to achieve and long term goals may take a long time to reach. • The three plans needed are: graduation, education and training and experience. • The more specific and realistic your goals are the more likely you are to achieve them. • Different jobs require different qualifications, education and skills. • A resume is a summary of your skills, education, and work experience and should showcase your positive traits. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Determining their personal characteristics and matching them with potential career choices. • Identifying how the workforce is changing and how they will need to change to succeed in it. • Creating short, medium and long term goals in order to achieve their ultimate goals. • Create specific lists for graduation, education and training and experience and utilize these to help stay on course. • Creating a resume relevant for their goals right now. • Complete a job application correctly • Prepare for, and conduct themselves professionally during a job interview.

- | | | |
|--|---|--|
| | <ul style="list-style-type: none">• A job interview is a formal face-to-face discussion between an employer and potential employee and there are certain characteristics employers will look for. | |
|--|---|--|

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
A,T,M	<p>Teacher Rubric evaluating content accuracy, originality, creativity, and professionalism of all submitted work.</p> <p>Impact - Are all of the required elements completed and do they compliment each other. The overall goal is identified and all aspects of the portfolio work together.</p> <p>Content - The interest survey, goal list, resume, cover letter, and application are all complete and accurate. They each align with a common goal and support eachother.</p> <p>Quality - All documents are professionally presented in the appropriate format for the desired audience. There are no errors on the documents.</p> <p>Process - During the mock interview, the applicant is professional, prepared, and remains in character throughout.</p>	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p>GOAL - Create a career portfolio that includes an interest survey, 3 completed goal lists, professional resume, cover letter, application and conduct a mock interview.</p> <p>ROLE - Potential job seeker</p> <p>AUDIENCE - The company wishing to hire</p> <p>SITUATION - You are a new graduate who is looking for a job. You must get yourself prepared for this life changing event! Create all of the necessary documents and prepare for your interview. This is the job you've been waiting for, so make sure you are prepared!</p> <p>PRODUCT - Career portfolio containing interest survey, goal lists, resume, cover letter, application.</p> <p>PERFORMANCE - Conduct a mock interview including professional conduct and prepared questions.</p> <p>STANDARDS - All documents are professionally completed and are organized, follow the appropriate format and are free of errors. Interest inventory is completely filled out. Mock interview was conducted and critical self assessment was performed according to criteria given.</p>

		OTHER EVIDENCE:
A, M	Observation of student notes and discussions during teacher led notes	Student completed note packet for unit
A,M,T	Observation of student feedback in small groups and completion of student assignments in google classroom.	Small group and individual projects and assignments
A,M,T	Class discussion	Whole group discussions and reflections
A	Summative assessments	Results on unit quizzes and test.

Stage 3 – Learning Plan

Code	Pre-Assessment Pre-assessment will be students completing an Interest Inventory, personality profile and participating in a class discussion regarding the application process.	
<p>A, T</p> <p>A, M, T</p> <p>A,M,T</p>	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>Teacher will explain and model the interest survey and personality profile</p> <p>Students will take surveys and summarize results</p> <p>Teacher will utilize daily slideshow to deliver fundamental concepts for notes. This will include traditional, student led, videos, articles, etc. and will serve as a springboard for other activities.</p> <p>Students will take notes and participate in class discussions.</p> <p>Teacher will assign daily mini projects for students to apply concepts to real world scenarios, both independently and in small groups.</p> <p>Students will creating a resume, research potential jobs, create goal lists, complete a job application, and prepare for interviews.</p> <p>All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p>	<p>Progress Monitoring</p> <p>Oral and written responses.</p> <p>Monitoring of student note packets and class discussion.</p> <p>Student work will reflect knowledge, comprehension, and evaluation.</p>

