TOWNSHIP OF UNION PUBLIC SCHOOLS

Financial Literacy
Business & Entrepreneurship
Grade 8

June 2021

Mission Statement

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

Course Description

Entrepreneurship is an important element for success in today's global society. This elective course, Business and Entrepreneurship, allows students to obtain and refine skills that focus on what it takes to successfully design, operate and lead a business within the 21st Century. Students will explore topics including operating costs, markets, needs vs. wants, demand, branding, marketing, persuasive and public speaking.

Curriculum Units/Pacing Guide

Unit # / Title	Number of Days
Unit 1: Introduction to Entrepreneurship	10 days
Unit 2: Putting Your Business Together/Entrepreneurship and Business Management	40 days
Unit 3: Implementing Your Plan/Entrepreneurship and Marketing	40 days

Unit Standards Overview

Overview	Standards	Unit Skills Focus	Content-Specific Practices (when applicable)
Unit 1 **Introduction to Entrepreneurship**	9.1.8.A.2 Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income. 9.1.8.A.3 Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills. 9.1.8.A.5 Relate how the demand for certain skills determines an individual's earning power. 9.3.8.B.3 Evaluate personal abilities, interests, and motivations and discuss how they might influence job and career selection. 9.3.8.B.8 Compare and contrast how traditional and nontraditional occupational roles have changed or remained the same regionally, nationally, and globally. 9.3.8.B.10 Evaluate employment trends (including job outlook and wage trends) in areas of career interest using online resources, such as the federal Occupational Information Network (O*NET) or the New Jersey State Career Development Website.	SWBAT: • define and explain entrepreneurship. • describe the steps needed to start and maintain a business opportunity. • distinguish the role of the entrepreneur in business • identify the necessary traits and characteristics of a successful entrepreneur. • differentiate among the various roles played out in a business; employee, employer, manager and entrepreneur. • analyze employment and consumer trends	• Close reading activities • Classroom Discussions • Internet-based research • Analysis of graphic organizers and notes • Teacher and student led PowerPoint Presentations • Definitions of key terms and concepts • Individual/Group Presentations • Written responses to queries • Summary and Analysis of Videos
Suggested Resources *Provide links to specific resources/activities*	Young Entrepreneurs http://bizkids.com/groups/profiles Junior Achievement Entrepreneurial Program https://www.juniorachievement.org/web/programs/resources/-/document_lib rary_display/an2IGnVNQb/ps/view/5325267_110_INSTANCE_an2IGnVNQb ps_redirect=https%3A%2F%2Fwww.juniorachievement.org%2Fweb%2Fpr		

ograms%2Fresources%2F-%2Fdocument library display%2Fan2iGnVNQ
bps%2Fview%2F68891%3F 110 INSTANCE an2iGnVNQbps redirect%3
Dhttps%253A%252F%252Fwww.juniorachievement.org%252Fweb%252Fp
rograms%252Fresources%253Fp p id%253D110 INSTANCE an2iGnVN
Qbps%2526p p lifecycle%253D0%2526p p state%253Dnormal%2526p
p mode%253Dview%2526p p col id%253Dja-column-1%2526p p col p
os%253D1%2526p p col count%253D2

Introduction to Entrepreneurship (4 Lessons)
https://cdn.ramseysolutions.net/education/ramseyeducation/pdfs/hs/entrepr
eneurship/downloads/Introduction-to-Entrepreneurship-Lesson-Plan.pdf
Entrepreneurship Lesson Plan- Apex Striving
http://www.apexstriving.com/samples/Trep-Prep-Sample.pdf
Youtube:How to Be an Entrepreneur
https://www.youtube.com/watch?v=lJiLQu2xM8
Youtube: Caine's Arcade
https://www.youtube.com/watch?v=faIFNkdg96U
Ideas Uploaded:Ideas and Invention Blog
https://ideasuploaded.com/
EconEdLink:Sandwich Supply and Dessert Demand
https://ideasuploaded.com/https://www.econedlink.org/resources/sandwich-
supply-and-dessert-demand/

Unit 2 **Put Your Business** **Together/Entrepreneurship and** **Business Management**	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. 9.3.12.BM.5 Implement systems, strategies and techniques used to manage information in a business. 9.3.12.BM.6 Implement, monitor and evaluate business processes to ensure efficiency and quality results. 9.3.12.BM-ADM.2 Access, evaluate and disseminate information for business decision making.	SWBAT: • define and apply vocabulary terms associated with entrepreneurship and business • describe the basic components of business and how the work together • utilize basic accounting principles • identify account types (assets, liabilities, income, expense) • identify various types of information technology tools being used in business • problem solve and make decisions as a team • conduct market analysis • interview entrepreneurs about their own entrepreneurial endeavors • write a formal business plan for their idea, service or product

Suggested Resources *Provide links to specific resources/activities*	Guide to Writing A Business Plan http://bizkids.com/business-plan NFTE Venture - Entrepreneurial Expedition https://everfi.com/offerings/listing/venture-entrepreneurial-expedition/ Create a Business Plan Lesson 1: I Have an Idea https://kwhs.wharton.upenn.edu/lesson_plans/i-have-an-idea/ Personal Business Plan - TeachingEntrepreneurship.org Lesson Plan https://docs.google.com/document/d/1fDXsqxU5sGzS3GbNdbmolvOQCPj EoBZL5fqA3pwl5L0/edit	SWBAT: • identify and understand the definition of business terms • create a marketing plan for the products • identify promotional media choices analyzing advantages and disadvantages of marketing in various media • write s bio og themselves to include in marketing material
Unit 3 Implement Your Plan/Entrepreneurship and Marketing	9.3.12.BM-ADM.3 Plan, monitor and manage day-to-day business activities. 9.3.8.B.12 Explain how personal behavior, dress, attitudes, and other choices can impact the success or failure of a job applicant 9.3.MK.1 Describe the impact of economics, economics systems and entrepreneurship on marketing. 9.3.MK.2 Implement marketing research to obtain and evaluate information for the creation of a marketing plan. 9.3.MK.3 Plan, monitor, manage and maintain the use of financial resources for marketing activities. 9.3.MK.4 Plan, monitor and manage the day-to-day activities required for continued marketing business operations. 9.3.MK.5 Describe career opportunities and the means to achieve those opportunities in each of the Marketing Career Pathways. 9.3.MK.6 Select, monitor and manage sales and distribution channels 9.3.MK.7 Determine and adjust prices to maximize return while maintaining customer perception of value. 9.3.MK.8 Obtain, develop, maintain and improve a product or service	

	mix in response to market opportunities. 9.3.MK.9 Communicate information about products, services, images and/or ideas to achieve a desired outcome. 9.3.MK.10 Use marketing strategies and processes to determine and meet client needs and wants. 9.4.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.
Suggested Resources *Provide links to specific resources/activities*	ROLEPLAY: Run a Lemonade Stand https://docs.google.com/document/d/15WV78hZXrMyOKLVpeirhiBUNPAMxWWe4cCAkzFtyOMk/edit How to Be a Pro http://bizkids.com/wp/wp-content/uploads/How-2B-A-Pro.pdf The Four P's of Marketing http://bizkids.com/wp/wp-content/uploads/4-Ps-of-Marketing.pdf Are You Making A Profit? http://bizkids.com/wp/wp-content/uploads/Profit.pdf Teach Your Students Why Business Plans Fail https://www.teachingentrepreneurship.org/why-business-plans-fail/

Curricular Units

Unit 1: Introduction to Entrepreneurship

Content Standards	Critical Knowledge & Skills ("Unpacked" Standards)	Content-Specific Practices (when applicable)	Standard Mastery Examples *When possible, provide links to specific samples/ documents/ assignments/etc.*
9.1.8.A.2 Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income. 9.1.8.A.3 Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills. 9.1.8.A.5 Relate how the demand for certain skills determines an individual's earning power.	How do career choices affect income? What is entrepreneurship? What skills, talents and traits are necessary to be a successful entrepreneur? What steps are needed to start and maintain a business opportunity?	• Close reading activities • Classroom Discussions • Case Studies • Internet-based research • Analysis of graphic organizers and notes • Teacher and student led PowerPoint Presentations • Definitions of key terms and concepts • Individual/Group Presentations • Written responses to queries • Summary and Analysis of Videos	• Research famous entrepreneurs using the Internet and identify traits, qualities and characteristics that they have in common. • Outline and describe the skills needed to be a successful entrepreneur. • Identify current successful entrepreneurships • Maintain Inventors/Entrepreneur's Notebook • Entrepreneurial Webquest
9.3.8.B.3 Evaluate personal abilities, interests, and motivations and discuss how they might influence job and career selection. 9.3.8.B.8 Compare and contrast how traditional and nontraditional occupational roles have changed or remained the same regionally, nationally, and globally.	How can someone turn a passion or hobby into an actual product or service? What does it mean to "be your own boss"? What skills, talents and interests do you have and how can you use them in a career? How have careers changed through history? Why have they changed?	• Close reading activities • Classroom Discussions • Internet-based research • Analysis of graphic organizers and notes • Teacher and student led PowerPoint Presentations • Definitions of key terms and concepts • Individual/Group Presentations • Written responses to queries • Summary and Analysis of Videos	• Assess global trends and opportunities. • Personality and Interest Assessments

| 9.3.8.B.10 Evaluate employment trends (including job outlook and wage trends) in areas of career interest using online resources, such as the federal Occupational Information Network (O*NET) or the New Jersey State Career Development Website. | What trends do you see in your chosen business path?

How do trends in business change your business path? | • Close reading activities
• Classroom Discussions
• Internet-based research
• Analysis of graphic organizers and notes
• Timelines
• Teacher and student led PowerPoint Presentations
• Definitions of key terms and concepts
• Individual/Group Presentations
• Written responses to queries
• Summary and Analysis of Videos | • Generate ideas for businesses and determine the feasibility of the ideas.
• Research and determine the major reasons for business failure |

Unit 1 Assessment Plan

Formative Assessment *When possible, provide links to specific samples/ documents/ assignments/etc.*	Summative Assessment *When possible, provide links to specific samples/ documents/ assignments/etc.*
In class activities, discussions, entrance/exit tickets, role play, quizzes, homework, reflections	Quizzes, Projects, Unit Activities

Unit 1 Suggested Modifications/Accommodations/Extension Activities

English Language Learners (ELL) *When possible, provide links to specific samples/ documents/ assignments/etc.*	Special Education / 504 *When possible, provide links to specific samples/ documents/ assignments/etc.*	Gifted and Talented *When possible, provide links to specific samples/ documents/ assignments/etc.*
a. Read written instructions b. Students may be provided with note organizers/study guides to reinforce key topics. c. Model and provide examples d. Extended time on assessments when needed. e. Establish a non-verbal cue to redirect student when not on task. f. Students may use a bilingual dictionary. g. Pair Visual Prompts with Verbal Presentations h. Highlight Key Words & Phrases	a. Students may be provided with note organizers / study guides to reinforce key topics. b. Extended time on assessments when needed. c. Preferred seating to be determined by student and teacher. d. Provide modified assessments when necessary. e. Student may complete assessments in alternate setting when requested. f. Establish a non-verbal cue to redirect student when not on task. g. Maintain strong teacher / parent communication. h. Repetition and practice	a. Use of Higher Level Questioning Techniques b. Extension/Challenge Questions c. Provide Assessments at a Higher Level of Thinking d. Enrichment Activities

Unit 1 Connections

NJSLS - Technology	Career Readiness Practices
When possible, provide links to specific samples/ documents/ assignments/etc. Refer to the NJ Technology Standards	*When possible, provide links to specific samples/ documents/ assignments/etc.* Refer to the NJ Career Readiness Practices
8.1.8.D.4 Assess the credibility and accuracy of digital content. 8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem. 8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.	CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.

21st Century Skills	Interdisciplinary Connections
When possible, provide links to specific samples/ documents/ assignments/etc. Refer to the 21st Century Life and Skills	*When possible, provide links to specific samples/ documents/ assignments/etc.* Refer to the NJ Student Learning Standards
9.1.8.A.2 Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.	*When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/etc.* NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

9.1.8.A.3 Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.

9.1.8.A.5 Relate how the demand for certain skills determines an individual's earning power.

9.3.8.B.3 Evaluate personal abilities, interests, and motivations and discuss how they might influence job and career selection.

9.3.8.B.8 Compare and contrast how traditional and nontraditional occupational roles have changed or remained the same regionally, nationally, and globally.

9.3.8.B.10 Evaluate employment trends (including job outlook and wage trends) in areas of career interest using online resources, such as the federal Occupational Information Network (O*NET) or the New Jersey State Career Development Website.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

NJSLSA RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

NJSLSA RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Unit 2: Putting Your Business Together/Entrepreneurship and Business Management

Content Standards	Critical Knowledge & Skills ("Unpacked" Standards)	Content-Specific Practices (when applicable)	Standard Mastery Examples *When possible, provide links to specific samples/ documents/ assignments/etc.*
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.	What is business management? What mathematical concepts and problem solving skills are necessary information for decision-making in business? What makes people successful when managing a business?	• Close reading activities • Classroom Discussions • Internet-based research • Analysis of graphic organizers and notes • Teacher and student led PowerPoint Presentations • Definitions of key terms and concepts • Individual/Group Presentations • Written responses to queries • Summary and Analysis of Videos	• Define Vocabulary • Ice Cream Stand Supply/Demand Simulation • Create Code of Conduct for Business Ethics • Annual Report Scavenger Hunt
9.3.12.BM.4 Identify, demonstrate and implement solutions in managing effective business customer relationships. 9.3.12.BM.5 Implement systems, strategies and techniques used to manage information in a business. 9.3.12.BM.6 Implement, monitor and evaluate business processes to ensure efficiency and quality results.	What does a business plan do for an entrepreneur? What criteria are required to set up a sound business plan?	• Close reading activities • Classroom Discussions • Case Studies • Internet-based research • Analysis of graphic organizers and notes • Teacher and student led PowerPoint Presentations • Definitions of key terms and concepts • Individual/Group Presentations • Written responses to queries • Summary and Analysis of Videos	• Lemonade Stand Simulation • Describe "Lessons of Failure" • Customer Roleplay
9.3.12.BM-ADM.2 Access, evaluate and disseminate information for business decision making.	How does one market a product successfully in the digital age?	• Close reading activities • Classroom Discussions • Case Studies	• Create Budget for Business • Income and Expense Report • Five Year Plan

9.3.12.BM-ADM.3 Plan, monitor and manage day-to-day business activities.	How can a network help an entrepreneur succeed?	• Internet-based research • Analysis of graphic organizers and notes • Teacher and student led PowerPoint Presentations • Definitions of key terms and concepts • Individual/Group Presentations • Written responses to queries • Summary and Analysis of Videos

Unit 2 Assessment Plan

Formative Assessment *When possible, provide links to specific samples/ documents/ assignments/etc.*	Summative Assessment *When possible, provide links to specific samples/ documents/ assignments/etc.*
In class activities, discussions, entrance/exit tickets, role play, quizzes, homework, reflections	Quizzes, Projects, Unit Activities

Unit 2 Suggested Modifications/Accommodations/Extension Activities

English Language Learners (ELL) *When possible, provide links to specific samples/ documents/ assignments/etc.*	Special Education / 504 *When possible, provide links to specific samples/ documents/ assignments/etc.*	Gifted and Talented *When possible, provide links to specific samples/ documents/ assignments/etc.*
a. Read written instructions b. Students may be provided with note organizers/study guides to reinforce key topics. c. Model and provide examples d. Extended time on assessments when needed. e. Establish a non-verbal cue to redirect student when not on task. f. Students may use a bilingual dictionary. g. Pair Visual Prompts with Verbal Presentations h. Highlight Key Words & Phrases	a. Students may be provided with note organizers / study guides to reinforce key topics. b. Extended time on assessments when needed. c. Preferred seating to be determined by student and teacher. d. Provide modified assessments when necessary. e. Student may complete assessments in alternate setting when requested. f. Establish a non-verbal cue to redirect student when not on task. g. Maintain strong teacher / parent communication. h. Repetition and practice i. Pair Visual Prompts with Verbal Presentations j. Check Use of Agenda	a. Use of Higher Level Questioning Techniques b. Extension/Challenge Questions c. Provide Assessments at a Higher Level of Thinking d. Enrichment Activities

Unit 2 Connections

NJSLS - Technology	Career Readiness Practices
When possible, provide links to specific samples/ documents/ assignments/etc. Refer to the NJ Technology Standards 8.1.8.D.4 Assess the credibility and accuracy of digital content. 8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem. 8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.	*When possible, provide links to specific samples/ documents/ assignments/etc.* Refer to the NJ Career Readiness Practices CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.

21st Century Skills	Interdisciplinary Connections
When possible, provide links to specific samples/ documents/ assignments/etc. Refer to the 21st Century Life and Skills 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. 9.3.12.BM.5 Implement systems, strategies and techniques used to manage information in a business.	*When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/etc.* Refer to the NJ Student Learning Standards NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

9.3.12.BM.6 Implement, monitor and evaluate business processes to ensure efficiency and quality results. 9.3.12.BM-ADM.2 Access, evaluate and disseminate information for business decision making.	NJSLSA RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. NJSLSA RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. NJSLSA RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Unit 3: Implementing Your Plan/Entrepreneurship and Marketing

Content Standards	Critical Knowledge & Skills ("Unpacked" Standards)	Content-Specific Practices (when applicable)	Standard Mastery Examples *When possible, provide links to specific samples/ documents/ assignments/etc.*
9.3.8.B.12 Explain how personal behavior, dress, attitudes, and other choices can impact the success or failure of a job applicant.	What is "professionalism"? How does "professionalism" impact the success or failure of a job applicant? How does one effectively pitch an idea to a potential investor?	• Close reading activities • Classroom Discussions • Internet-based research • Analysis of graphic organizers and notes • Definitions of key terms and concepts • Individual/Group Presentations • Written responses to queries • Summary and Analysis of Videos	• Mock interview • Roleplay
9.3.MK.1 Describe the impact of economics, economics systems and entrepreneurship on marketing. 9.3.MK.2 Implement marketing research to obtain and evaluate information for the creation of a marketing plan. 9.3.MK.3 Plan, monitor, manage and maintain the use of financial resources for marketing activities. 9.3.MK.4 Plan, monitor and manage the day-to-day activities required for continued marketing business operations. 9.3.MK.5 Describe career opportunities and the means to achieve those opportunities in each of the Marketing Career Pathways. 9.3.MK.6 Select, monitor and manage sales and distribution channels 9.3.MK.7 Determine and adjust prices to maximize return while	What is marketing? Why is marketing important to creating and maintaining a business? What makes marketing successful? What are the four elements of the marketing mix? (product, price, place, promotion) How does marketing affect business success or failure?	• Close reading activities • Classroom Discussions • Internet-based research • Analysis of graphic organizers and notes • Teacher and student led PowerPoint Presentations • Definitions of key terms and concepts • Individual/Group Presentations • Written responses to queries • Summary and Analysis of Videos	• Market Research Survey • Create business cards, commercial, advertising campaign • World Series of Innovation • Challenge and Commercial • Community Walk Interview • Wikipedia page in 100 years

maintaining customer perception of value.
9.3.MK.8 Obtain, develop, maintain and improve a product or service mix in response to market opportunities.
9.3.MK.9 Communicate information about products, services, images and/or ideas to achieve a desired outcome.
9.3.MK.10 Use marketing strategies and processes to determine and meet client needs and wants.
9.4.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

Unit 3 Assessment Plan

Formative Assessment *When possible, provide links to specific samples/ documents/ assignments/etc.*		Summative Assessment *When possible, provide links to specific samples/ documents/ assignments/etc.*	
In class activities, discussions, entrance/exit tickets, role play, quizzes, homework, reflections		Quizzes, Projects, Unit Activities	

Unit 3 Suggested Modifications/Accommodations/Extension Activities

English Language Learners (ELL) *When possible, provide links to specific samples/ documents/ assignments/etc.*	Special Education / 504 *When possible, provide links to specific samples/ documents/ assignments/etc.*	Gifted and Talented *When possible, provide links to specific samples/ documents/ assignments/etc.*
a. Read written instructions b. Students may be provided with note organizers/study guides to reinforce key topics. c. Model and provide examples d. Extended time on assessments when needed. e. Establish a non-verbal cue to redirect student when not on task. f. Students may use a bilingual dictionary.	a. Students may be provided with note organizers / study guides to reinforce key topics. b. Extended time on assessments when needed. c. Preferred seating to be determined by student and teacher. d. Provide modified assessments when necessary. e. Student may complete assessments in alternate setting when requested. f. Establish a non-verbal cue to redirect student when not on task.	a. Use of Higher Level Questioning Techniques b. Extension/Challenge Questions c. Provide Assessments at a Higher Level of Thinking d. Enrichment Activities

g. Pair Visual Prompts with Verbal Presentations

h. Highlight Key Words & Phrases

g. Maintain strong teacher / parent communication.

h. Repetition and practice

i. Pair Visual Prompts with Verbal Presentations

j. Check Use of Agenda

Unit 3 Connections

NJSLS - Technology	Career Readiness Practices
When possible, provide links to specific samples/ documents/ assignments/etc. Refer to the <u>NJ Technology Standards</u> 8.1.8.D.4 Assess the credibility and accuracy of digital content. 8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem. 8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.	*When possible, provide links to specific samples/ documents/ assignments/etc.* Refer to the <u>NJ Career Readiness Practices</u> CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.
21st Century Skills *When possible, provide links to specific samples/ documents/ assignments/etc.* Refer to the <u>21st Century Life and Skills</u> 9.3.12.BM-ADM.3 Plan, monitor and manage day-to-day business activities. 9.3.8.B.12 Explain how personal behavior, dress, attitudes, and other choices can impact the success or failure of a job applicant	**Interdisciplinary Connections** *When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/etc.* Refer to the <u>NJ Student Learning Standards</u> NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

9.3.MK.1 Describe the impact of economics, economics systems and entrepreneurship on marketing.
9.3.MK.2 Implement marketing research to obtain and evaluate information for the creation of a marketing plan.
9.3.MK.3 Plan, monitor, manage and maintain the use of financial resources for marketing activities.   9.3.MK.4 Plan, monitor and manage the day-to-day activities required for continued marketing business operations.
9.3.MK.5 Describe career opportunities and the means to achieve those opportunities in each of the Marketing Career Pathways.   9.3.MK.6 Select, monitor and manage sales and distribution channels
9.3.MK.7 Determine and adjust prices to maximize return while maintaining customer perception of value.
9.3.MK.8 Obtain, develop, maintain and improve a product or service mix in response to market opportunities.
9.3.MK.9 Communicate information about products, services, images and/or ideas to achieve a desired outcome.
9.3.MK.10 Use marketing strategies and processes to determine and meet client needs and wants.
9.4.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
NJSLSA RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
NJSLSA RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
NJSLSA RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.