

Seymour Public Schools Curriculum

Grade:8 Subject: Personal Finance & Entrepreneurship

The purpose of personal finance education in grade eight is to present an extension of concepts learned in grade seven which broaden the scope of financial literacy to encompass entrepreneurial ventures, ethical decision making, start-up costs, and marketing.

Unit 1: Financial Values/Ethics

The students will apply ethical principles to contemporary, real-world situations that teens and young adults often encounter in school, at home, with friends, and in entry-level job positions.

Unit 2: Introduction to Entrepreneurship

The students will be introduced to a wide array of entrepreneurial concepts and skills, including the role of entrepreneurship in our economy, entrepreneurial discovery processes, and preliminary start-up venture planning.

Unit 3: Business Structure

The students will acquire and apply knowledge of business ownership structure. Students will examine the different options available, as well as their strengths/weaknesses.

Unit 4: Start-Up

The students will analyze the feasibility of a business idea, and differentiate start-up costs associated with opening a business.

Unit 5: Marketing

The students will develop marketing strategies to reach business goals.

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UNIT 1- Financial Values/Ethics

Grade 8	<p>Personal Finance Grade 8 2 Weeks</p>
Finance Overarching Standards	<p>Content Standard 1 (CT SDE): Personal Decision Making Apply reliable information and systemic decision making to personal financial decisions 1.0 Use the rational decision-making process as it applies to the roles of citizens, workers, and consumers</p> <p>Content Standard 4 (Jumpstart): Financial Decision Making Make criterion-based financial decisions by systematically considering alternatives and consequences.</p>
Enduring Understanding	<ul style="list-style-type: none"> • Ethics are moral principles which guide how a person behaves and/or makes decisions. • A clear and thorough process should be implemented when making economic decisions. • Personal values/morals are the key contributors in the decision-making process. • Honesty and integrity are values which are necessary to resolve ethical dilemmas in an appropriate manner.
Essential Questions	<ol style="list-style-type: none"> 1. What are ethics? 2. What steps can be made to ensure a proper financial/ethical decision is being made? 3. How do personal values/morals influence decision-making? 4. What role does honesty and integrity play in financial decision-making?
Priority Standards Standard:	<p>CCSS.ELA-LITERACY.RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p> <p>CCSS.ELA-LITERACY.RI.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p> <p>CCSS.ELA-LITERACY.RI.8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p> <p>CCSS.ELA-LITERACY.WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
Performance Expectations (Student outcomes)	<ul style="list-style-type: none"> • Define and give examples of strong financial values, and ethics/morals. • Apply the decision making process to various types of ethical dilemmas. • Identify common ethical issues found in business • Discuss the impact of entrepreneurs being ethically and socially responsible. • Recognize the risks and consequences associated with unethical decisions.

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	<ul style="list-style-type: none"> • Effectively collaborate to solve entrepreneurial issues. • Create an innovative solution for an identified social problem. 	
<p style="text-align: center;">Strategies/Modes (example)</p> <ul style="list-style-type: none"> • Problem-Based Learning • Collaborative Learning • Current events • Case studies • Modeling • Guided Practice 	<p style="text-align: center;">Materials/Resources (examples)</p> <ul style="list-style-type: none"> • Smart About Money • Daniels Fund • TBD pending ongoing research 	<p style="text-align: center;">Assessments (examples)</p> <p><u>Summative Assessments</u></p> <ul style="list-style-type: none"> • Case Studies <p><u>Formative Assessments</u></p> <ul style="list-style-type: none"> • S.E.C. Investigation Activity • “Dirty Money” Review/Reflection • Values Assessment/Reflection

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UNIT 2- Introduction to Entrepreneurship

Grade 8	Personal Finance Grade 8 4 Weeks	
Finance Overarching Standards	Content Standard 1 (CT Business and Technology) – Entrepreneurship Profession Recognize characteristics of an entrepreneur; determine opportunities and problem recognition and pursuit.	
Enduring Understanding	<ul style="list-style-type: none"> ● Entrepreneurs occupy a central role in our economy. ● Successful entrepreneurs typically possess unique characteristics such as motivation, creativity, persuasiveness, and vision. ● Through brainstorming, entrepreneurs recognize opportunity through other people’s wants and/or perceived needs. 	
Essential Questions	<ol style="list-style-type: none"> 1. What role does entrepreneurship play in our economy? 2. What are the characteristics of a successful entrepreneur? 3. How does an entrepreneur come up with a business idea? 	
Priority Standards Standard:	<p>CCSS.ELA-LITERACY.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>CCSS.ELA-LITERACY.SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p>	
Performance Expectations (Student outcomes)	<ul style="list-style-type: none"> ● Identify one’s own personal traits that are typical characteristics of an entrepreneur. ● Compare and contrast the differences between an entrepreneur and an employee. ● Identify an entrepreneurial opportunity. ● Evaluate the viability of alternative solutions for products and/or services. <p>Explore technology avenues to identify and solve various business problems.</p>	
	<p>Strategies/Modes (example)</p> <ul style="list-style-type: none"> ● Guided Practice ● Reciprocal Teaching ● Modeling ● Case Study/Current Events ● Field Experience ● Inquiry-Based Learning 	<p>Materials/Resources (examples)</p> <ul style="list-style-type: none"> ● National Consortium for Entrepreneurship Education ● Khan Academy <p>TBD pending ongoing research</p>
		<p>Assessments (examples)</p> <p><u>Summative Assessments</u></p> <ul style="list-style-type: none"> ● Interview/research an entrepreneur in the local community/widely known (present findings through digital presentation) <p><u>Formative Assessments</u></p> <ul style="list-style-type: none"> ● Entrepreneurial Self-Assessment ● “Identify a Problem” Activity

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UNIT 3- Business Structure

Grade 8	Personal Finance Grade 8 4 Weeks	
Finance Overarching Standards	Content Standard 5 (CT Business and Technology) – Management and Legal Factors Analyze how forms of business ownership, government regulations, global markets and business ethics affect entrepreneurial ventures.	
Enduring Understanding	<ul style="list-style-type: none"> • The most common business structures are sole proprietorship, general partnership, limited liability company (LLC), and corporation. • Each business structure has different advantages and disadvantages based on complexity, ease of startup, protection, taxation, etc. • When choosing a business structure, a rational decision-making process should be applied to consider each advantage and disadvantage. • Government laws and regulations can have a significant impact on business. 	
Essential Questions	<ol style="list-style-type: none"> 1. What are the different types of business structure? 2. What are the advantages and disadvantages of different business structures? 3. What factors should be considered when choosing a business structure? 4. How do government regulations impact specific businesses? 	
Priority Standards Standard:	<p>CCSS.ELA-LITERACY.SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>CCSS.ELA-LITERACY.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.</p> <p>CCSS.ELA-LITERACY.RST.6-8.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.</p>	
Performance Expectations (Student outcomes)	<ul style="list-style-type: none"> • Identify the different types of business ownership. • Compare and contrast the advantages and disadvantages of types of business ownership. • Describe how government regulations can affect business. • Investigate procedures for changing the form of business ownership. 	
	Strategies/Modes (example)	Materials/Resources (examples)
	<ul style="list-style-type: none"> • Guided Practice • Modeling 	<ul style="list-style-type: none"> • Khan Academy • TBD pending ongoing research
		Assessments (examples)
		<u>Summative Assessments</u>

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<ul style="list-style-type: none">• Comparison Matrix• Digital Simulations• Collaborative Learning		<ul style="list-style-type: none">• Business Start-Up Project <p><u>Formative Assessments</u></p> <ul style="list-style-type: none">• Vocabulary Quiz• “Compare and Contrast” Group Activity
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UNIT 4- Start-Up

Grade 8	Personal Finance Grade 8 4 Weeks
Finance Overarching Standards	Content Standard 3 (CT Business and Technology) – Economics and Financial Concepts Use the financial concepts and tools needed by the entrepreneur in making business decisions.
Enduring Understanding	<ul style="list-style-type: none"> ● A feasibility study is designed to determine the risks and opportunities associated with a business idea, and serve as a measure of a business's likelihood of potential success. ● The costs associated with opening a business are commonly referred to as start up-costs. ● Start-up cost categories include cost of sales, professional fees, technology costs, administrative costs, sales and marketing costs, wages and benefits. ● Start-up costs can be funded through venture capitalists, loans, grants, gifts, crowdsourcing, etc.
Essential Questions	<ol style="list-style-type: none"> 1. What is a feasibility study, and why should it be used? 2. What are start-up costs? 3. What are the different start-up cost categories? 4. How can start-up costs be funded?
Priority Standards Standard:	<p>CCSS.ELA-LITERACY.RST.6-8.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.</p> <p>CCSS.ELA-LITERACY.RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>CCSS.ELA-LITERACY.SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>CCSS.ELA-LITERACY.SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p>
Performance Expectations (Student outcomes)	<ul style="list-style-type: none"> ● Demonstrate procedures for determining the feasibility of a venture/product idea. ● Determine the resources needed to start a planned business. ● Identify reasons for keeping business records. ● Identify the major sources of funding for a business. ● Explain the advantages and disadvantages of primary sources of borrowing.

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Strategies/Modes (example)	Materials/Resources (examples)	Assessments (examples)
<ul style="list-style-type: none">● Guided Practice● Modeling● Comparison Matrix● Digital Simulations● Collaborative Learning● Problem-Based Learning	TBD pending ongoing research	<p><u>Summative Assessments</u></p> <ul style="list-style-type: none">● Start-Up Cost Report <p><u>Formative Assessments</u></p> <ul style="list-style-type: none">● Feasibility Study of Business Idea

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UNIT 5- Marketing

Grade 8	Personal Finance Grade 8 2 Weeks
Finance Overarching Standards	Content Standard 2 (CT Business and Technology) – Marketing and Target Markets Analyze customer groups and develop a plan to identify, reach and keep customers in a specific target market.
Enduring Understanding	<ul style="list-style-type: none"> ● The action/process of promoting a business is known as marketing. ● The marketing mix is a combination of factors (typically “product, place, price, and promotion”) that are controlled by a company in an effort to influence customers. ● A business’s target market is defined as the particular group of customers for which the business is aimed. ● A marketing plan is a document which details the goals, objectives, and necessary steps of a business’s promotional strategy.
Essential Questions	<ol style="list-style-type: none"> 1. What is marketing? 2. What is the marketing mix? 3. What is a target market? 4. What is a marketing plan?
Priority Standards Standard:	<p>CCSS.ELA-LITERACY.SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>CCSS.ELA-LITERACY.SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p>CCSS.ELA-LITERACY.RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p>
Performance Expectations (Student outcomes)	<ul style="list-style-type: none"> ● Define target market. ● Define marketing. ● Define and give examples of the concept of market share. ● Determine the wants and needs of specific consumers. ● Identify the marketing mix (4Ps). ● Apply criteria for choosing an effective marketing plan.

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Strategies/Modes (example)	Materials/Resources (examples)	Assessments (examples)
<ul style="list-style-type: none"> ● Guided Practice ● Modeling ● Comparison Matrix ● Digital Simulations ● Collaborative Learning ● Problem-Based Learning 	<ul style="list-style-type: none"> ● “Marketing Mix” template/activity ● TBD pending ongoing research 	<p style="text-align: center;"><u>Summative Assessments</u></p> <ul style="list-style-type: none"> ● Marketing Plan Report <p style="text-align: center;"><u>Formative Assessments</u></p> <ul style="list-style-type: none"> ● Vocabulary Assessment ● “Marketing Mix” Assignment