

CTE Standards Unpacking
Entrepreneurial Skills

Course: Entrepreneurial Skills

Course Description: The Entrepreneurial Skills course provides students with the knowledge, skills, and motivation to support entrepreneurial success in a variety of settings.

Career Cluster: All 16 clusters

Prerequisites: Entrepreneurship recommended

Program of Study Application: This is an advanced cluster course. It is recommended to take the entrepreneurship foundation course before taking this course.

<p>INDICATOR #ES 1: Evaluate leadership styles and management functions for entrepreneurs.</p>		
<p>SUB-INDICATOR 1.1 (Webb Level: 3 Strategic Thinking): Describe how cultural/ethnic/generational differences affect interpersonal interactions/communications within a business structure.</p>		
<p>SUB-INDICATOR 1.2 (Webb Level: 2 Skill/Concept): Compare and contrast leadership styles and characteristics.</p>		
<p>SUB-INDICATOR 1.3 (Webb Level: 2 Skill/Concept): Distinguish the roles of support staff, supervisors, and managers.</p>		
<p>SUB-INDICATOR 1.4 (Webb Level: 3 Strategic Thinking): Discuss the role of ethics in business.</p>		
<p>Knowledge (Factual):</p> <ul style="list-style-type: none"> -Different leadership styles/ characteristics -Various roles within an organization. -Business ethics 	<p>Understand (Conceptual):</p> <ul style="list-style-type: none"> -How cultural, ethical, and generational backgrounds affect interactions in a business. -Leadership styles impact the functions of a business. -Importance of ethics in business. 	<p>Do (Application):</p> <ul style="list-style-type: none"> -Research cultural, ethical, and generational differences in a business setting. -Investigate different leadership styles and roles within an organization. -Analyze ethics impact business operation.
<p>Benchmarks:</p> <p><i>Students will be assessed on their ability to:</i></p> <ul style="list-style-type: none"> • Create a comparison of leadership styles and characteristics in business. • Defend one leadership style/characteristic over another. • Apply ethical decision making to a case study. 		

Academic Connections	
<p>ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):</p> <p>Social Studies: 9-12.C.5.4 Demonstrate the ability to make informed decisions through use of multiple credible sources.</p> <p>ELA: 9-10.W.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>Sample Performance Task Aligned to the Academic Standard(s):</p> <p>-Compare and Contrast two or more leadership styles. Argue from evidence, a scenario in which each leadership style could be effective.</p> <p>-Write an argumentative paper defending one leadership style or characteristic over others.</p>

INDICATOR #ES 2: Demonstrate an understanding of the elements and purpose of business and strategic planning in entrepreneurship		
SUB-INDICATOR 2.1 (Webb Level: 1 Recall): Identify and explain the components of a business plan.		
SUB-INDICATOR 2.2 (Webb Level: 2 Skill/Concept): Conduct market research using a variety of methods.		
SUB-INDICATOR 2.3 (Webb Level: 3 Strategic Thinking): Compare and contrast sample business plans, identifying strengths and weaknesses.		
SUB-INDICATOR 2.4 (Webb Level: 4 Extended Thinking): Synthesize all elements into a business plan.		
<p>Knowledge (Factual):</p> <ul style="list-style-type: none"> -Key components of a business plan -Steps in the preparation of a business plan -Various sources of market information -SWOT Analysis -Feasibility Studies 	<p>Understand (Conceptual):</p> <ul style="list-style-type: none"> -What makes a viable business plan -How feasibility Analysis is used as a tool for determining business plan viability 	<p>Do (Application):</p> <ul style="list-style-type: none"> -Conduct and interpret market research -Draft a sample business plan -Identify a viable business plan.

<p>Benchmarks:</p> <p><i>Students will be assessed on their ability to:</i></p> <ul style="list-style-type: none"> • Create a business plan identifying the topics discussed above. • Defend a student business plan/product to business owners.

Academic Connections

ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):	Sample Performance Task Aligned to the Academic Standard(s):
<p>Social Studies: 9-12.C.5.4 Demonstrate the ability to make informed decisions through use of multiple credible sources.</p> <p>ELA: 9-10.SL.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p>	<p>-Do a shark tank presentation where students challenge business owners to answer questions about their product. Students can determine, through business plan and presentation evidence, which product will be funded.</p> <p>-Participate in a shark tank presentation where students discuss and orally defend their position.</p>

<p>INDICATOR #ES 3: Identify strategies for business startup and growth.</p>
<p>SUB-INDICATOR 3.1 (Webb Level: 4 Extended Thinking): Develop mission, purpose, core values, and vision statement.</p>
<p>SUB-INDICATOR 3.2 (Webb Level: 2 Skill/Concept): Identify factors for business expansion.</p>
<p>SUB-INDICATOR 3.3 (Webb Level: 3 Strategic Thinking): Evaluate advantages and disadvantages of business locations.</p>
<p>SUB-INDICATOR 3.4 (Webb Level: 2 Skill/Concept): Identify startup costs</p>
<p>SUB-INDICATOR 3.5 (Webb Level: 3 Strategic Thinking): Assess barriers to startup.</p>

<p>Knowledge (Factual):</p> <ul style="list-style-type: none"> -Factors for business expansion including advantages/disadvantages of business locations. -Barriers to startup -Startup costs -Mission and vision statements -Core values 	<p>Understand (Conceptual):</p> <ul style="list-style-type: none"> -Factors for business development. -How barriers impact startups including start up costs and policies. 	<p>Do (Application):</p> <ul style="list-style-type: none"> -Investigate factors for business development including location -Write a business vision statement, purpose, and core values. -Distinguish the barriers to startup including startup costs.
<p>Benchmarks:</p> <p><i>Students will be assessed on their ability to:</i></p> <ul style="list-style-type: none"> • Evaluate the selection of a location of a business using presentation software. • Present elevator speech pitching business development idea. • Create alternatives to barriers to startup including startup costs. • Create an executive summary of a business plan. 		
<p><i>Academic Connections</i></p>		
<p>ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):</p> <p>Social Studies:</p> <p>9-12.C.5.4 Demonstrate the ability to make informed decisions through use of multiple credible sources.</p> <p>K-12.E.2 Students will demonstrate how the forces of supply and demand impact economic decision making.</p>	<p>Sample Performance Task Aligned to the Academic Standard(s):</p> <p>-Develop a mock business with a product, marketing tools, mission statement, core values and pitch. Determine the location of the business, listing advantages and disadvantages to the location. Create a business plan that outlines the start up costs, the marginal analysis, and the barriers that the business would face within the first year.</p>	

<p>INDICATOR #ES 4: Understand financial planning, reports, and projections.</p>		
<p>SUB-INDICATOR 4.1 (Webb Level: 2 Skill/Concept): Research sources of capital.</p>		
<p>SUB-INDICATOR 4.2 (Webb Level: 4 Extended Thinking): Formulate pricing strategies for goods and services</p>		
<p>SUB-INDICATOR 4.3 (Webb Level: 4 Extended Thinking): Project annual and monthly business income and expenses.</p>		
<p>SUB-INDICATOR 4.4 (Webb Level: 4 Extended Thinking): Calculate projected sales, income, expenses, and taxes.</p>		
<p>SUB-INDICATOR 4.5 (Webb Level: 4 Extended Thinking): Construct a financial plan.</p>		
<p>Knowledge (Factual):</p> <ul style="list-style-type: none"> -Sources of capital -Pricing strategies for goods and services. -Business income and expenses -Calculations for the sales, income, expenses, and taxes. -Financial plan. 	<p>Understand (Conceptual):</p> <ul style="list-style-type: none"> -How capital impacts business viability -How to price goods/services. 	<p>Do (Application):</p> <ul style="list-style-type: none"> -Compare sources of capital -Compare pricing strategies for goods and services -Classify business income and expenses along with sales, income, expenses, and taxes. -Evaluate a financial plan.
<p>Benchmarks: <i>Students will be assessed on their ability to:</i></p> <ul style="list-style-type: none"> • Calculate projected sales, income, expenses, and taxes by creating a financial plan. 		

Academic Connections	
<p>ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):</p> <p>ELA:</p> <p>9-12.N.Q.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.</p> <p>9-10.W.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>Sample Performance Task Aligned to the Academic Standard(s):</p> <p>-Calculate projected sales, income, expenses, and taxes by creating a financial plan. This is a multistep problem.</p> <p>-Research and write an informative text about sources of capital.</p>

INDICATOR #ES 5: Understand effective marketing.		
SUB-INDICATOR 5.1 (Webb Level: 4 Extended Thinking): Identify target markets, competition, and customer profiles.		
SUB-INDICATOR 5.2 (Webb Level: 3 Strategic Thinking): Know the components of a promotional plan (i.e., advertising, public relations, sales promotion) and how the plan is used to achieve a stated outcome.		
SUB-INDICATOR 5.3 (Webb Level: 1 Recall): Identify the selling techniques used to aid customers and clients in making buying decisions		
SUB-INDICATOR 5.4 (Webb Level: 4 Extended Thinking): Use market research to develop strategies for marketing products or services.		
SUB-INDICATOR 5.5 (Webb Level: 4 Extended Thinking): Create an effective marketing plan including current social media, viral marketing, and other technologies		
<p>Knowledge (Factual):</p> <ul style="list-style-type: none"> -Define target markets -Competition -Customer profiles -Promotional plans 	<p>Understand (Conceptual):</p> <ul style="list-style-type: none"> -Impact of target markets, competition, and customer profiles. -Understand components and benefit of a promotional plan 	<p>Do (Application):</p> <ul style="list-style-type: none"> -Determine target markets, competition, and customer profile for a given product.

<p>-Selling techniques</p> <p>-Market research</p> <p>-Marketing plans</p> <p>-Marketing Techniques</p>	<p>-Understand value of market research</p> <p>-Effective marketing plan techniques</p>	<p>-Modify selling techniques to aid customers and clients in making buying decisions.</p> <p>-Illustrate marketing research to advertise or sell products.</p> <p>-Create an effective marketing plan including current social media, viral marketing and other techniques</p>
<p>Benchmarks:</p> <p><i>Students will be assessed on their ability to:</i></p> <ul style="list-style-type: none"> • Create a marketing plan presentation • Create a 30-second product advertisement for the product intended to be sold. • Critique another student’s marketing plan 		
<p><i>Academic Connections</i></p>		
<p>ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):</p> <p>Social Studies:</p> <p>9-12.E.2.1 Compare and contrast the characteristics of perfectly competitive and less competitive market structures</p> <p>9-12.E.2.6 Explain the concerns with surplus and shortage in the marketplace and what factors can potentially create disequilibrium in a market</p>	<p>Sample Performance Task Aligned to the Academic Standard(s):</p> <p>-Choose a product. Create a one minute commercial advertisement that includes product advertising, public relations, sales promotion. Create an marketing plan that encompasses the target audience, how social media will be use to boost marketing,</p>	

INDICATOR #ES 6: Understand the role of human resources.		
SUB-INDICATOR 6.1 (Webb Level: 2 Skill/Concept): Research job descriptions, compensation, and benefits for potential employees.		
SUB-INDICATOR 6.2 (Webb Level: 1 Recall): Identify government regulations (federal, state, and local) that affect small business.		
SUB-INDICATOR 6.3 (Webb Level: 1 Recall): Recognize various types of taxes that affect small business.		
SUB-INDICATOR 6.4 (Webb Level: 2 Skill/Concept): Understand policies and laws regarding harassment, nondiscrimination, and workplace safety.		
Knowledge (Factual): -Job descriptions -Compensation -Employee benefits -Regulations, laws, policies, and taxes that affect small business.	Understand (Conceptual): -Impact of human resources on businesses -Impact of financial regulations and policies on businesses	Do (Application): -Compare job descriptions, compensation, and benefits for different roles within a business. -Summarize how different business regulations, laws and policies could affect a business.
Benchmarks: <i>Students will be assessed on their ability to:</i> <ul style="list-style-type: none"> • Create an organizational chart including job descriptions, compensation and benefits. • Research policies, laws, taxes and regulations related to a specific business venture. 		
Academic Connections		
ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard): Social Studies: 9-12.E.3.2 Analyze and explain the relationship between households, businesses, and government agencies in the economy of the U.S. by using the circular flow chart	Sample Performance Task Aligned to the Academic Standard(s): -Create a newspaper advertisement for a job opening, including benefits and job description. Research and report on the benefits and wage associated with the job. Apply research to create a gross income and net income outlook for any potential new hires.	

<p>ELA: 9-10.SL.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>	<p>-Produce a recruiting video to attract potential employees.</p>
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Additional Resources

- <http://www.entre-ed.org/teacher-classroom-resources/>
- <http://bizkids.com>
- http://www.aspira.org/sites/default/files/Intro_0.pdf
- <http://www.eiu.edu/youtheducators/thinkingacts.php>