

***CTE Standards Unpacking
Entrepreneurship Experience***

Course: Entrepreneurship Experience

Course Description: Capstone: Entrepreneurship Experience provides students with the opportunity to develop the skills needed to establish a business. Through hands-on projects, students gain skills to be successful in the workplace. These skills can include, but are not limited to, meeting timelines, making decisions, conducting research, and preparing and making presentations. Students study, research and prepare a business plan that illustrates the practicality of their particular business. Both school and business mentors assist students in the process of developing a business plan. Students present this plan to a panel of community representatives and/or business leaders and are evaluated on the business plan, project portfolio and their presentation.

Career Cluster: All

Prerequisites: None; Recommended: Foundational CTE Course(s)

Program of Study Application: Capstone: Entrepreneurship Experience is a capstone experience at the secondary level. Capstone: An Entrepreneurship Experience would follow coursework in any career cluster and may precede enrollment in a postsecondary program.

INDICATOR #ENTR 1: Students will evaluate career and personal attributes to develop a professional work ethic.		
SUB-INDICATOR 1.1 (Webb Level: 1 Recall): Identify entrepreneurial career interests that align with personal learning plans (PLP)		
SUB-INDICATOR 1.2 (Webb Level: 3 Strategic Thinking): Assess personal attributes		
SUB-INDICATOR 1.3 (Webb Level: 3 Strategic Thinking): Compare personal attributes to career expectations		
SUB-INDICATOR 1.4 (Webb Level: 2 Skill/Concept): Apply power skills.		
Knowledge (Factual): -Entrepreneurial (Entr.) career exploration opportunities -Technical characteristics and personal attributes for the career field of interest -Soft / Transferable / Power skills related to Entr.	Understand (Conceptual): -Value of self-assessment tools when choosing a career field -The importance and value of personal characteristics in relation to choosing an entr venture. -Significance of relationship between power skills and level of success in an Entr. venture	Do (Application): -Complete a Personal assessment(s) (e.g. Myers-Briggs, SDmylife.com, Multiple intelligences, left/right brain dominance) -Conduct a Reality Check to determine what type of lifestyle will correlate with your personal Entr. venture

Benchmarks:

Students will be assessed on their ability to:

- Analyze personal attribute tool results.
- Present a specific Entr. venture connected to personal attributes, power and technical skills.
- Create an artifact using personally identified attributes specific to an Entr. opportunity (e.g. brochure)

Academic Connections

ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):

W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Sample Performance Task Aligned to the Academic Standard(s):

-Create a journal entry reflecting analysis of personal attributes and power skills

-Develop a fictitious "LinkedIn" account using personally identified attributes specific to an Entr. opportunity

-Create a website for the Entr. Venture chosen

-Use sdmylife.com assessment tools (career matchmaker, learning styles, ability profiler) to discover a connection between careers of interest and personal skills

INDICATOR #ENTR 2: Students will investigate ideas for a business to provide a product or service.

SUB-INDICATOR 2.1 (Webb Level: 2 Skill/Concept): Compare and contrast various business ideas

<p><i>SUB-INDICATOR 2.2 (Webb Level: 3 Strategic Thinking):</i> Use knowledge and comprehension of industry standards to frame an idea to answer a challenging problem or question</p>		
<p><i>SUB-INDICATOR 2.3 (Webb Level: 3 Strategic Thinking):</i> Engage in rigorous research to validate the business idea</p>		
<p>Knowledge (Factual):</p> <ul style="list-style-type: none"> -Define successful entrepreneurship -Identify and define industry standards -Research skills -Business ideas 	<p>Understand (Conceptual):</p> <ul style="list-style-type: none"> -How to recognize opportunities resulting from others' wants and needs -Significance of industry standards apply to all Entr. venture -Importance of research skills as a transferrable life skill 	<p>Do (Application):</p> <ul style="list-style-type: none"> -Compare and contrast the risks and benefits of different business models. -Research community needs to determine an Entr. venture -Interview local business owners to determine success -Incorporate industry standards into business product or service
<p>Benchmarks: <i>Students will be assessed on their ability to:</i></p> <ul style="list-style-type: none"> • Develop a survey to collect information from consumers on wants and needs • Compare and contrast the risks and benefits of different business models. • Apply research skills to develop an idea 		
<p><i>Academic Connections</i></p>		
<p>ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):</p> <p>W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>	<p>Sample Performance Task Aligned to the Academic Standard(s):</p> <ul style="list-style-type: none"> -Research and write a persuasive argument for using a service or buying a product. -Role play a sales pitch for product or service. 	

<p>INDICATOR #ENTR 3: Students will develop a comprehensive business plan proposal for a real or hypothetical company based on industry standards.</p>		
<p>SUB-INDICATOR 3.1 (Webb Level: 2 Skill/Concept): Compose a concise overview (executive summary) of the business plan</p>		
<p>SUB-INDICATOR 3.2 (Webb Level: 1 Recall): Describe the service or product in detail</p>		
<p>SUB-INDICATOR 3.3 (Webb Level: 3 Strategic Thinking): Conduct a detailed market analysis which compares and contrasts the strengths and weaknesses of the business plan</p>		
<p>SUB-INDICATOR 3.4 (Webb Level: 3 Strategic Thinking): Develop a marketing plan</p>		
<p>SUB-INDICATOR 3.5 (Webb Level: 3 Strategic Thinking): Develop an organizational structure, management scheme, and operational procedures</p>		
<p>SUB-INDICATOR 3.6 (Webb Level: 4 Extended Thinking): Formulate financial projections to meet the requirements for funding by a lending institution</p>		
<p>SUB-INDICATOR 3.7 (Webb Level: 2 Skill/Concept): Create an appendix for business plan documents</p>		
<p>Knowledge (Factual):</p> <ul style="list-style-type: none"> -Industry standard business plan -Venture as service and/or product -Business plan vocabulary -Parts of a marketing plan -Financial projections -Types of lending institutions 	<p>Understand (Conceptual):</p> <ul style="list-style-type: none"> -Importance of a business plan to the development process -Significance of financial projections impacting loan process when starting a business -Importance of industry requirements and how laws vary across business fields 	<p>Do (Application):</p> <ul style="list-style-type: none"> -Devise an industry standard business plan -Develop financial projections for the plan (projected sales of goods and/or services, fixed and variable expenses, Loan and interest costs, if applicable) -Create and conduct a market analysis (demographics, market share, communication strategy, location, life style) -Produce and conduct a market survey to gain input on a business idea -Conduct a SWOT

		<p>(strengths, weaknesses, opportunities, and threat) analysis</p> <p>-Develop appendix documents (Resumes, Sales projections, Advertisements, Inventory).</p> <p>-Identify possible funding sources for the business</p>
<p>Benchmarks: <i>Students will be assessed on their ability to:</i></p> <ul style="list-style-type: none"> • Create and propose an industry standard business plan with financial projections organized to meet requirements of a lending institution. 		
<p><i>Academic Connections</i></p>		
<p>ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):</p> <p>Math.9-12. N-Q Reason quantitatively and use units to solve problems. 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. 2. Define appropriate quantities for the purpose of descriptive modeling. 3. Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.</p>	<p>Sample Performance Task Aligned to the Academic Standard(s):</p> <p>-The Trading Game: Students simulate the trading of goods between countries. Reflect on the challenges of trade between countries https://www.nationalgeographic.org/activity/the-trading-game/</p> <p>-Create a start-up business plan with a CEO/project manager and market the selected business within your community.</p> <p>-Create spreadsheet with potential donors and funding sources for business</p> <p>-Create a spreadsheet detailing the cost of different items for market</p>	

<p>INDICATOR #ENTR 4: Students will demonstrate effective communication to explain the business plan.</p>		
<p>SUB-INDICATOR 4.1 (Webb Level: 3 Strategic Thinking): Create a short business pitch that illustrates the major concepts and benefits of the product or service</p>		
<p>SUB-INDICATOR 4.2 (Webb Level: 3 Strategic Thinking): Present the business plan to relevant stakeholders utilizing appropriate visual aids</p>		
<p>SUB-INDICATOR 4.3 (Webb Level: 4 Extended Thinking): Defend and support the business plan</p>		
<p>Knowledge (Factual):</p> <ul style="list-style-type: none"> -Business pitch -Visual aids -Oral presentation skills 	<p>Understand (Conceptual):</p> <ul style="list-style-type: none"> -Importance of business pitch impact on the success of a business -How visual aids impact stakeholders 	<p>Do (Application):</p> <ul style="list-style-type: none"> -Create a slogan and logo -Develop and deliver an organized business pitch (elevator speech) -Select tool(s) to develop visual aids -Create visual aid(s) (presentation visuals, business card, promotional items, etc.) -Present the business plan to a live panel of reviewers and answer questions about the proposal.
<p>Benchmarks: <i>Students will be assessed on their ability to:</i></p> <ul style="list-style-type: none"> • Develop and deliver an organized business pitch. • Present and defend business plan to a live panel of reviewers • Create supporting visual aid(s). 		
<p>Academic Connections</p>		
<p>ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):</p> <p>W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches</p>	<p>Sample Performance Task Aligned to the Academic Standard(s):</p> <p>-Role play business pitch to small group</p>	

<p>effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American Usage) as needed</p> <p>L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Observe hyphenation conventions. b. Spell correctly.</p>	<p>-Develop a PPT presentation highlighting the main points of business plan</p> <p>-Design a slogan and/or logo compatible with product or service</p>
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<p>INDICATOR #ENTR 5: Students will reflect, analyze and document the learning process of the entrepreneurship experience.</p>		
<p>SUB-INDICATOR 5.1 (Webb Level: 3 Strategic Thinking): Self-evaluate and assess the business plan</p>		
<p>SUB-INDICATOR 5.3 (Webb Level: 1 Recall): Articulate challenges encountered in the project and describe the outcomes</p>		
<p>SUB-INDICATOR 5.4 (Webb Level: 3 Strategic Thinking): Identify future options and opportunities based on entrepreneurial experience</p>		
<p>Knowledge (Factual):</p> <ul style="list-style-type: none"> -Details of business plan -Types of business venture challenges -Postsecondary options 	<p>Understand (Conceptual):</p> <ul style="list-style-type: none"> -Importance of reflection as a systematic way of thinking through one's experiences to attain additional or new information resulting in meaningful changes 	<p>Do (Application):</p> <ul style="list-style-type: none"> -Create a written reflection from the beginning to the end of the project. -Develop a

<p>opportunities connected to Entr. Venture</p> <p>-Personal learning plan</p>	<p>-How work and/or business experience lends itself to present choices and future options and opportunities</p>	<p>Postsecondary Plan (college, advanced training, secure funding-open business, apprenticeships, internships, etc.)</p> <p>-Reflect, analyze and document the learning process of the entrepreneurship experience.</p> <p>-Evaluate PLP</p>
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Benchmarks:

Students will be assessed on their ability to:

- Create a portfolio that reflectively critiques the learning process of the project, addressing specific learning targets and relating those targets back to specific components.
- Evaluate relevancy, accuracy and completeness of resources and data used for business plan and connection to postsecondary goal(s).

Academic Connections

<p>ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):</p> <p>W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose</p>	<p>Sample Performance Task Aligned to the Academic Standard(s):</p> <p>-Blog experience through reflection from the beginning to the end of a project.</p> <p>-Create professional documents for cumulative portfolio.</p> <p>-Create a spreadsheet to compare and contrast post-secondary opportunities that correspond with business venture</p>
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and audience.

Additional Resources

Please list any resources (e.g., websites, teaching guides, etc.) that would help teachers as they plan to teach these new standards.

- The standards document has many additional links to resources for the Entrepreneurship standards.
- <https://managementrhelp.org/misc/defining-success.pdf>
- Shark Tank: <https://abc.go.com/shows/shark-tank>

- Reality Check: http://www9.intocareers.org/realitycheck_SD/ allows student to figure out what kind of life style they will want after school, Students Find out how much money they will need to earn to cover expenses. (housing, food, clothes, transportation, and other items). Then find out which occupations will support this lifestyle.
- <https://owl.english.purdue.edu>
- [Problem-Based Learning](#)
- Reality Check: http://realitycheck.intocareers.org/RealityCheck_SD/
- Myer's -Briggs: <https://www.16personalities.com/free-personality-test>
- Multiple Intelligences: <https://www.edutopia.org/multiple-intelligences-assessment>
- Left Brain/Right Brain Dominance: <https://braintest.sommer-sommer.com/en/>
- [Lonestar College](#)
- [Ditch That Textbook](#)
- [Labor Market Information](#)
- [Occupational Information](#)
- www.sdmylife.com, Instructional Materials
- <http://nextgenpersonalfinance.org>, [Monster](#),
- The Center for Work Ethic Development <https://workethic.org>
- *Elements of Business Writing: Guide to Writing Clear and Concise Letters* [TheBalance.com](#), [Problem-Based Learning](#)
- [SkillsYouNeed.com](#), TakeChargeToday.arizona.edu
- <http://nextgenpersonalfinance.org>