

CTE Standards Unpacking
Entrepreneurship

Course: Entrepreneurship

Course Description: Entrepreneurship education prepares students to carry out the entrepreneurial process and experience the entrepreneurial spirit. Developing an innovative idea is one of the first steps of a successful business.

Career Cluster: All

Prerequisites: None

Program of Study Application: Entrepreneurship is a foundation course that is intended to precede further studies at the career cluster and career pathway levels.

<p>INDICATOR #ENT 1: Summarize the skills and characteristics necessary to be a successful entrepreneur</p>		
<p>SUB-INDICATOR 1.1 (Webb Level: 2 Skill/Concept): Demonstrate an understanding of the importance of entrepreneurship in a global society</p>		
<p>SUB-INDICATOR 1.2 (Webb Level: 2 Skill/Concept): Demonstrate an understanding of entrepreneur characteristics</p>		
<p>SUB-INDICATOR 1.3 (Webb Level: 2 Skill/Concept): Compare entrepreneurial spirit, innovation, and creativity</p>		
<p>Knowledge (Factual):</p> <ul style="list-style-type: none"> *Definition of an entrepreneur *Knowledge of entrepreneur characteristics 	<p>Understand (Conceptual):</p> <p>Understanding the risks and the importance of entrepreneurship in a global society.</p>	<p>Skills (Application):</p> <ul style="list-style-type: none"> *Demonstrate an understanding of the importance of entrepreneurship in a global society *Compare entrepreneurial spirit, innovation, and creativity *Demonstrate an understanding of entrepreneur characteristics
<p>Benchmarks</p> <p><i>Students will be assessed on their ability to:</i></p> <ul style="list-style-type: none"> • Compare the factors involved in becoming an entrepreneur. • Collect, display or modify an entrepreneurial innovative product or service • Identify and develop personal goals and capabilities to determine entrepreneurial potential 		

Academic Connections	
<p>ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):</p> <p>W7 - 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.</p>	<p>Sample Performance Task Aligned to the Academic Standard(s):</p> <p>Research 3 Entrepreneurs – listing 5 qualities or characteristics that each encompass</p>

<p>INDICATOR #ENT 2: Analyze the importance of entrepreneurship opportunities within a global market</p>		
<p>SUB-INDICATOR 2.1 (Webb Level: 2 Skill/Concept): Examine potential business opportunities in relation to personal preferences, financial worthiness, and perceived risk</p>		
<p>SUB-INDICATOR 2.2 (Webb Level: 3 Strategic Thinking): Make an educated business decision regarding a personal entrepreneurship opportunity</p>		
<p>Knowledge (Factual):</p> <p>Knowledge of the global market and its local affects</p> <p>Vocab: Global Market, Financial worthiness, perceived risk, business decision-making procedure</p>	<p>Understand (Conceptual):</p> <p>Understanding the importance of entrepreneur opportunities globally.</p> <p>Understand the importance of making an educated business decision</p>	<p>Skills (Application):</p> <p>*Examine potential business opportunities in relation to personal preferences, financial worthiness, and perceived risk</p> <p>*Make an educated business decision regarding a personal entrepreneurship opportunity</p>
<p>Benchmarks</p> <p><i>Students will be assessed on their ability to:</i></p> <ul style="list-style-type: none"> • List and explain the business-making procedure • Demonstrate understanding of the trends of risk of the businesses between success and failure 		

<i>Academic Connections</i>	
<p>ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):</p> <p>W4 – Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.</p> <p>SL4 – Present information findings and supporting evidence clearly and logically</p> <p>SL5 – make strategic use of digital media in presentations</p>	<p>Sample Performance Task Aligned to the Academic Standard(s):</p> <p>Present decision making procedure based on a potential business opportunity</p>

<p>INDICATOR #ENT 3: Apply marketing and economic concepts to an entrepreneurial venture</p>		
<p>SUB-INDICATOR 3.1 (Webb Level: 2 Skill/Concept): Identify potential buyers of specific products at various price levels</p>		
<p>SUB-INDICATOR 3.2 (Webb Level: 2 Skill/Concept): Analyze customer groups and develop a plan to identify and reach customers in a specific target market</p>		
<p>Knowledge (Factual):</p> <p>Knowledge of the marketing elements</p> <p>Knowledge of a marketing strategy</p> <p>Knowledge of factors that affect the determination of a target market</p> <p>Knowledge of primary and secondary research</p>	<p>Understand (Conceptual):</p> <p>Understand marketing and economic impact on entrepreneurship</p> <p>Important to analyze consumers to know the target market</p>	<p>Skills (Application):</p> <p>Analyze consumer groups to identify target market</p> <p>Develop a plan to reach the specific target market</p> <ul style="list-style-type: none"> • Compare channels of distribution • Identify branding concept

Vocab: SWOT Analysis, target market, opportunity cost, elements of marketing, psychographics,		
<p>Benchmarks</p> <p><i>Students will be assessed on their ability to:</i></p> <ul style="list-style-type: none"> • Develop Strengths, Weaknesses, Opportunities, Threats (SWOT) analysis • Investigate market segmentation by demographics, psychographics, geographic and buying characteristics • Create marketing strategy 		
<p>Academic Connections</p>		
<p>ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):</p> <p>W7 - 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.</p> <p>K.12.E.1 – Students will apply the fundamentals economic ideas and concepts associated with the study of economics.</p>	<p>Sample Performance Task Aligned to the Academic Standard(s):</p> <p>Complete a SWOT analysis on a company/business of your choice</p>	

<p>INDICATOR #ENT 4: Use financial and accounting concepts and tools to make business decisions</p>
<p>SUB-INDICATOR 4.1 (Webb Level: 1 Recall): Identify the cash needs and/or resources necessary to produce a specific product or service</p>
<p>SUB-INDICATOR 4.2 (Webb Level: 1 Recall): Identify sources and types of funding for a specific product/service business</p>
<p>SUB-INDICATOR 4.3 (Webb Level: 2 Skill/Concept): Analyze appropriate records to make business decisions</p>
<p>SUB-INDICATOR 4.4 (Webb Level: 3 Strategic Thinking): Develop a management plan for an entrepreneurial venture</p>

<p>SUB-INDICATOR 4.5 (Webb Level: 1 Recall): Identify ongoing decisions that affect everyday operations</p>		
<p>Knowledge (Factual):</p> <p>Knowledge of how to create a business plan</p> <p>Knowledge of pricing strategies to make a profit</p> <p>Vocab: Debt vs. equity, gross and net income, Promotional mix, pricing strategies, revenue, exit strategy,</p>	<p>Understand (Conceptual):</p> <p>Understand financial and accounting concepts to make business decisions</p> <p>Understand the importance of planning and strategies for barriers in the business plan (natural disaster, unforeseeable circumstances, etc.)</p>	<p>Skills (Application):</p> <p>*Identify resources and types of funding for a specific product/service business</p> <p>*Analyze appropriate records to make business decisions</p> <p>*Develop a management plan for an entrepreneurial venture</p> <p>*Identify ongoing decisions that affect everyday operations</p>
<p>Benchmarks <i>Students will be assessed on their ability to:</i></p> <ul style="list-style-type: none"> • Complete a business plan • Create a personal vision statement 		
<p>Academic Connections</p>		
<p>ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):</p> <p>W4 – Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.</p> <p>SL4 – Present information findings and supporting evidence clearly and logically</p>	<p>Sample Performance Task Aligned to the Academic Standard(s): Present the business plan</p>	

--	--

INDICATOR #ENT 5: Analyze how government regulations, and business ethics affect entrepreneurial ventures		
SUB-INDICATOR 5.1 (Webb Level: 4 Extended Thinking): Apply industry specific government regulations to venture		
SUB-INDICATOR 5.2 (Webb Level: 2 Skill/Concept): Describe diversity as it applies to entrepreneurship		
SUB-INDICATOR 5.3 (Webb Level: 3 Strategic Thinking): Evaluate how business ethics affects ownership with any entrepreneurial venture		
Knowledge (Factual): Knowledge of types of government regulations Knowledge of business ethics and how they affect entrepreneurship. Vocabulary: Diversity, industry code, business reputation,	Understand (Conceptual): Understand the importance of how diversity is connected to entrepreneurship. Understand that government regulations play an important role in a business. Importance of having a reputable business.	Skills (Application): Apply industry specific government regulations to venture Describe diversity as it applies to entrepreneurship Evaluate how business ethics affects ownership with any entrepreneurial venture
Benchmarks <i>Students will be assessed on their ability to:</i> <ul style="list-style-type: none"> • Develop a code of ethics for a small business. • Establish business reputation and branding. 		
Academic Connections		
ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard): K-12.E.3 Students will analyze the ways government can impact the market.	Sample Performance Task Aligned to the Academic Standard(s): Given business scenarios, the student will decide if the business practice is ethical and reputable. Summarize the appropriate response in	

<p>SL 1 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly</p>	<p>the situation given.</p>
--	-----------------------------

Additional Resources

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

BigIdeaSD.com