



Entrepreneurship

Course Information

Grade(s):	11 and 12
Discipline/Course:	Business
Course Title:	Entrepreneurship
Prerequisite(s):	A Full Year of Business (1.0 credit) from the following courses with a grade of C+ or higher: Marketing, Accounting 1, Accounting 2, Business of Sports and Entertainment, Management, Advertising, Investing, International Business, Business of Tourism and Travel
Course Description: <i>Program of Studies</i>	Entrepreneurship is a course designed to expose students to the risks and rewards of creating and running a small business. Students will explore aspects of entrepreneurship through problem solving, critical thinking, and the development of projects and activities. This course will provide students the opportunity to create change by channeling their passions and interests into businesses. Entrepreneurship focuses on recognizing a business opportunity, starting a business based on opportunity, and operating and maintaining that business. Students will develop an appreciation for and understanding of entrepreneurship in our economy providing them with strategies that will assist them as they develop into responsible citizens, wage-earners and consumers.
Course Essential Questions:	<ul style="list-style-type: none"> ● What does it take to be an entrepreneur? ● What are skills needed to organize a business? ● What is the importance of defining a target market and a market niche? ● Why are business plans crucial to new business development? ● What is the purpose of a business plan, and what are the components of a business plan?
Course Enduring Understandings:	In this course students will engage in a variety of activities that will allow them to demonstrate their prior business knowledge and assess if becoming a business owner or an entrepreneur is the right pathway for them. They will work on activities and projects that help identify, enrich and develop the skills that they would need to be a leader in business.
Duration:	1 Semester (½ Year); .5 Credit

Course Materials/Resources:	Instructional Resource Materials Only
FPS Course Academic Expectations:	<p><u>Collaborating Strategically</u> The student demonstrates awareness, respect, and consideration for self and others while engaging in a shared learning experience.</p> <p><u>Creating and Constructing</u> The student transfers or extends constructed knowledge to draft and develop ideas, claims, products, or solutions.</p>
Year at a Glance (Units)	<p>Unit 1 - Going into Business for Yourself (6 weeks)</p> <p>Unit 2 - Researching, Planning, and Managing your Venture (6-8 weeks)</p> <p>Unit 3 - Growing your Business (6-7 weeks)</p>

Unit Plans

Unit Number and Title:	Unit 1 - Going into Business for Yourself
Duration:	6 Weeks
Resource(s):	Instructional Resource Materials Only
Unit Overview:	In Unit 1, students will investigate what it takes to become an entrepreneur. They will look at characteristics of successful entrepreneurs as well as the start up needs necessary to begin a new venture. This unit will go over the risk versus reward as well as the importance of defining a market.
Learning Goals	
Standard(s):	<p>Connecticut Career and Technical Education:</p> <ul style="list-style-type: none"> ● Entrepreneurship: Recognize characteristics of an entrepreneur and determine opportunities, problem recognition, and pursuit. ● Identify the total cash needed to start a business, including start-up costs, ongoing operational expenses, and cash reserves. <p>National Business Education Association (nbea.org)</p> <ul style="list-style-type: none"> ● Recognize that all entrepreneurs possess unique characteristics and evaluate the degree to which one possesses those characteristics. <ul style="list-style-type: none"> ○ Characteristics of an entrepreneur. (Levels 3 & 4) <ul style="list-style-type: none"> ▪ Analyze the degree to which one possesses the characteristics of an entrepreneur. ▪ Analyze the personal advantages and risks of owning a business. ▪ Describe the paths to becoming an entrepreneur ▪ Assess one’s personal qualifications to become an entrepreneur. ○ Role of an entrepreneur in business. (Level 4) <ul style="list-style-type: none"> ▪ Explain the importance of entrepreneurship as a choice in a market economy.
Essential Question(s):	<ul style="list-style-type: none"> ● What does it take to be an entrepreneur? ● What are skills needed to organize a business?

Enduring Understanding(s):	Students will engage in activities, lessons, and scenarios that help them to understand what it may be like to start and run their own businesses. They will work on what skills are necessary to be successful in future endeavors.
Learning Goal(s): <i>Students will be able to use their learning to:</i>	Students will be able to: <ul style="list-style-type: none"> ● Determine the rewards and challenges of being an entrepreneur. ● Identify skills needed to be an entrepreneur ● Explain why entrepreneurs are essential to business

Unit Number and Title:	Unit 2 – Researching, Planning, and Managing Your Venture
Duration:	6-8 weeks
Resource(s):	Instructional Resource Materials Only
Unit Overview:	In this unit, students will be focusing on ways to put their new business venture into practice. They will investigate the best way to organize and run their venture. They will practice how to meet the needs and wants of their targeted marketing while engaging in marketing, advertising, and promotional activities. Students will learn through trial and error.
Learning Goals	
Standard(s):	National Business Education Association (nbea.org): <ul style="list-style-type: none"> ● Develop a management plan for an entrepreneurial venture. Connecticut Career and Technical Education: <ul style="list-style-type: none"> ● Identify the information to be included in each component of a business plan ● Calculate the number of products that need to be sold in order to make a profit using break-even analysis.
Essential Question(s):	<ul style="list-style-type: none"> ● What are skills needed to organize a business? ● What is the importance of defining a target market and a market niche?
Enduring Understanding(s):	Students will work on deepening their practical knowledge of how to set up and run a successful business. They will learn about the importance of failure in business and how to learn from it.
Learning Goal(s): <i>Students will be able to use their learning to:</i>	Students will be able to: <ul style="list-style-type: none"> ● Identify the components of a business plan and what should be included in each section. Student

Unit Number and Title:	Unit 3 – Growing Your Business
Duration:	6-7 weeks
Resource(s):	Instructional Resource Materials Only
Unit Overview:	In unit 3, students will spend time evaluating the importance of their business plan and what each component means to the business. They will plan for the future and how to grow the businesses so it can be sustainable over time. They will strategize how to adapt to challenges they may face in business.
Learning Goals	
Standard(s):	<p>National Business Education Association (nbea.org)</p> <ul style="list-style-type: none"> ● Develop a management plan for an entrepreneurial venture. <p>Connecticut Career and Technical Education</p> <ul style="list-style-type: none"> ● Content Strand 4 – Business Plan. Develop a business plan for managing an entrepreneurial venture. <ul style="list-style-type: none"> ○ Recognize that a business plan is an on-going process and should be often revisited and updated.
Essential Question(s):	<ul style="list-style-type: none"> ● Why are business plans crucial to new business development? ● What is the purpose of a business plan, and what are the components of a business plan?
Enduring Understanding(s):	Students will understand the components and importance of a business plan. They will explore why it is crucial to a startup to have a well written business plan.
Learning Goal(s): <i>Students will be able to use their learning to:</i>	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Assess and refine business strategies. ● Evaluate methods for growing your business. ● Describe challenges that come with growth.