

Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study

Course Title	<i>Entrepreneurship</i>				Course Code	<i>[Office use only]</i>	
Content Area:	<i>Business</i>		Grade Range:	<i>11 (12)</i>	Board Adoption Date:		
Transcript Title:			CTE Pathway:	<i>Business</i>	Grade Weighting Scale:		
Credits per Semester:	<i>5</i>	Graduation Subject Areas:	<i>1. Elective</i>	2.	3.		
UC/CSU "A-G" Area Approvals:			NCAA Clearinghouse?		Sequenced Course?	yes	
Prerequisites (list all):	<i>Business/Finance (Business Academy 10th grade course) or teacher approval</i>						
Semesters in Sequence:	<i>6</i>	Next Course in sequence (ID and Title):	<i>Virtual Enterprise</i>				

COURSE DESCRIPTION:

Competition and the global economy have opened the door for many new businesses, and entrepreneurs are becoming increasingly vital to the economy. In this course students will learn skills that will enable them to start their own business as well as skills that are transferable to careers of the future. The course discusses fundamental small business concepts and leads students through the process of developing a detailed start-up business plan for the business of their choice. Students will also complete a variety of simulations regarding the operation of their start-up business.

GOALS :

1. Students will develop skills for evaluating the potential of a business (franchise, purchase existing, start-up.)
2. Students will choose a suitable business name, "apply" for required licenses and permits, and develop appropriate marketing materials (print and e-commerce versions.)
3. Students will demonstrate understanding of the basic types of business organization and demonstrate a working knowledge of the laws and insurance coverage that commonly effect small business.
4. Students will operate mainstream business communications tools (internet, smart phones, video and web conferencing, social networking, fax, e-mail, etc.)

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5. Students will demonstrate a working knowledge of basic small business accounting including financial statements (balance sheet, income statement and cash flow,) invoicing, and taxes.
6. Students will develop confidence and composure in the preparation and delivery of oral presentations regarding business concepts and ideas, both formally and informally, as individuals and in groups.
7. Students will write an individualized business plan following the Virtual Enterprise format.
8. Students will develop a reference notebook/portfolio that chronicles their work throughout the course of the year. They will use this document as a primary reference tool in their Virtual Enterprise course.

CALIFORNIA CONTENT STANDARDS:

(Source: California Career Technical Education Model Curriculum Standards - Grades Seven Through Twelve, Adopted by the California State Board of Education May 2005, Marketing, Sales, and Service Industry Sector, Entrepreneurship Pathway)

B1.0 *Students understand the basic aspects of entrepreneurship:*

- B1.1 Analyze the characteristics of successful entrepreneurs.
 - B1.2 Understand the different types of business ownership and the advantages and disadvantages of owning and managing a small business.
 - B1.3 Apply principles and procedures of accounting and finance to the operation of a small business.
 - B1.4 Know the risk management principles associated with small business ownership.
 - B1.5 Formulate pricing strategies for goods and services for a small business.
 - B1.6 Know how the various channels of distribution and inventory control systems are important to the marketing process of a small business.
 - B1.7 Know the elements of effective human resources management and how these practices benefit small businesses.
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B2.0 Students understand the elements and purpose of a business plan:

- B2.1 Understand the reasons a small business develops a business plan.
- B2.2 Conduct market research by using a variety of methods.
- B2.3 Analyze market research to develop a marketing plan.
- B2.4 Develop a financial plan that outlines sources of capital and projects income and expenses.
- B2.5 Analyze a proposed business situation and its potential market.

B3.0 Students understand how to use technology in a small business to gain a competitive advantage:

- B3.1 Know how technology and electronic media can be used to manage work flow and provide feedback for operational efficiency.
- B3.2 Know important technologies affecting small businesses and how they impact operations.
- B3.3 Understand the software technologies used to make a Web site effective for small business needs.

B4.0 Students understand effective marketing of small businesses:

- B4.1 Know the selling techniques used to aid customers and clients in making buying decisions.
- B4.2 Know the components of a promotional plan (e.g., advertising, public relations, sales promotion) and how the plan is used to achieve a stated outcome.
- B4.3 Understand how products and services are conceived, developed, maintained, and improved in response to market opportunities.
- B4.4 Understand how market research is used to develop strategies for marketing products or services in a small business.

B5.0 Students understand the key economic concepts that affect small business ownership:

- B5.1 Understand the role and importance of entrepreneurship and the small business in the economy.
- B5.2 Understand common ways in which fiscal and monetary policies affect the economy (e.g., the availability of money and credit and business decisions).
- B5.3 Understand the role of government in the free enterprise system and its impact on small businesses.
- B5.4 Understand the relationship between supply and demand and pricing and production.
- B5.5 Know how scarcity and allocation affect small businesses.
- B5.6 Understand the importance of economic measurement and the factors used to calculate it.

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EVALUATION:

A wide variety of written, oral and project-based assessments will be used throughout the course to monitor understanding and demonstrate mastery of the content standards.

Each student will produce a complete plan for a start up business. Review of these plans is a measure of evaluation.

Each student will develop a portfolio/reference notebook including all course content/assignments including their business plan. These portfolios will serve as primary reference materials in the Virtual Enterprise course.

Students taking the capstone course in the sequence (12th grade Virtual Enterprise) the following year should show an increased level of preparedness. The VE teacher can observe this difference. Adjustments to content and delivery specifics will be made on an ongoing basis. The Entrepreneurship teacher and the VE teacher will work closely to provide a seamless transition from one program year to the next. I

Since the course is an elective and enrollment is student driven, ongoing student sign ups at registration will make a statement about how effective/beneficial students feel the course (and pathway) is.

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Unit 1	Length of Unit: 2 weeks			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Entrepreneurship Basics	Small business, entrepreneurship, service sector, marketing concept, competitive advantage, creative destruction, innovation	Standards B1.1, B 2.5, B 5.1 Goals 1, 6, 8	Students learn what entrepreneurship is, how it affects the U.S. economy, and typical characteristics of successful entrepreneurs. Students brainstorm lists of potential business ideas, performing preliminary market analysis on the viability of those ideas.	SBA and other small business websites, entrepreneurial print and online publications. Supplemental text: <u>Small Business Management, Entrepreneurship and Beyond</u> , 4 th edition, Hatten, South-Western.
Differentiation	Support -- for students who are struggling with the content	Content: Website tutorials (SBA and other self-help sites) Process: Extended class hours (before/after school) for tutorial/computer lab time with web-based tutorials Product: Completion of assigned class work		
	Extension – for high achieving students.	Content: Student-driven enrichment research based on interest in unit subtopics Process: Use of print and on line sources such as Inc and Entrepreneur magazines Product: Exemplary portfolio entries		
Evaluation	Formative Assessments: Web based reading assignments/activities, in class assignment/activities, small group activities/presentations, quizzes – all of which become part of the class portfolio.			
	Summative Assessments: Written unit examination. Completion of this unit's section of student portfolio.			

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Unit 2	Length of Unit: 3 weeks			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Legal Requirements & Ethics	Partnership, DBA, sole proprietorship, corporation, S-Corp, C-Corp, LLC, non-profit corporation, social responsibility, philanthropic goodwill, business ethics	Standard B 1.2 Goals 2, 3, 6, 8	Learn legal forms of business and advantages and disadvantages of each. Choose a viable, legal form for fictitious business, and complete the DBA, permit and licensing processes required. Review consumer protection, workman's compensation, OSHA and civil rights laws.	Local city business licensing office, Chamber of Commerce, SBA and other small business websites, entrepreneurial print and online publications. Supplemental text: <u>Small Business Management</u> , <u>Entrepreneurship and Beyond</u> , 4 th edition, Hatten, South-Western.
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	Extension – for high achieving students.	Content: Student-driven enrichment research based on interest in unit subtopics Process: Use of print and on line sources such as Inc and Entrepreneur magazines Product: Exemplary portfolio entries		
Evaluation	Formative Assessments: Web based reading assignments/activities, in class assignment/activities, small group activities/presentations, quizzes – all of which become part of the class portfolio.			
	Summative Assessments: Written unit examination. Completion of this unit's section of student portfolio.			

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Unit 3	Length of Unit: 4 Weeks			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Managing Processes and Communication	Operations management, Six-Sigma, productivity, fax, video-conference, social networking	Standards B 1.4, B 1.5, B1.6, B 1.7, B 3.1, B 3.2, B 3.3 Goals 4, 6, 8	Use various business communication tools (email, fax, video-conferencing, etc.) Analyze effectiveness of business operations in simulations	SBA and other small business websites, entrepreneurial print and online publications. Supplemental text: <u>Small Business Management, Entrepreneurship and Beyond</u> , 4 th ed., Hatten, South-Western.
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Evaluation	Formative Assessments: Web based reading assignments/activities, in class assignment/activities, small group activities/presentations, quizzes – all of which become part of the class portfolio.			
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Unit 4	Length of Unit: 8 weeks			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Small Business Finance	Invoice, accounts payable, accounts receivable, sales tax, profit, debt, investment, asset, liability, break-even analysis	Standards B 1.3, B 2.4, B 5.1, B 5.2, B 5.3, B 5.4, B 5.5, B 5.6 Goals 5, 6, 8	Quicken software basics Excel basics Invoicing Generation of sales tax reports, generate financial reports required by Virtual Enterprise business plan	Excel, Quicken software, SBA and other small business websites, entrepreneurial print and online publications. Supplemental text: <u>Small Business Management, Entrepreneurship and Beyond</u> , 4 th ed., Hatten, South-Western.
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	Extension – for high achieving students.	Content: Student-driven enrichment research based on interest in unit subtopics Process: Use of print and on line resources such as Inc and Entrepreneur magazines Product: Exemplary portfolio entries		
Evaluation	Formative Assessments: Web based reading assignments/activities, in class assignment/activities, small group activities/presentations, quizzes – all of which become part of the class portfolio.			
	Summative Assessments: Written unit examination. Completion of this unit's section of student portfolio.			

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Unit 5	Length of Unit: 8 weeks			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Sales and Promotion	Logo, marketing, e-commerce, promotional materials, marketing mix, place, product, price, promotion, target market	Standards B 2.2, B 2.3, B 4.1, B 4.2, B 4.3, B 4.4 Goals 1, 2, 6, 8	Collect/evaluate existing marketing materials, logo and promotional materials development using Word and Photoshop software, marketing plan oral presentations, sales projections financials	Word, Photoshop software, Virtual Enterprise website, SBA and other small business websites, entrepreneurial print and online publications. Supplemental text: <u>Small Business Management, Entrepreneurship and Beyond</u> , 4 th edition, Hatten, South-Western.
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Unit 6	Length of Unit: 4 weeks			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
The Business Plan	Strategic planning, mission statement, vision statement, financial plan, marketing plan, operational plan, executive summary	Standards B 2.1, B 2.2, B 2.3, B 2.4, B 2.5, B 4.2 Goals 5, 6, 7, 8	Write a complete business plan for a fictitious business using the Virtual Enterprise business plan format	Virtual Enterprise website, SBA and other small business websites, entrepreneurial print and online publications. Supplemental text: <u>Small Business Management, Entrepreneurship and Beyond</u> , 4 th edition, Hatten, South-Western.
Differentiation	Support -- for students who are struggling with the content	Content: Website tutorials (SBA and other self-help sites) Process: Extended class hours (before/after school) for tutorial/computer lab time with web-based tutorials Product: Completion of assigned class work		
	Extension – for high achieving students.	Content: Student-driven enrichment research based on interest in unit subtopics Process: Use of print and on line resources such as Inc and Entrepreneur magazines Product: Exemplary portfolio entries		
Evaluation	Formative Assessments: Web based reading assignments/activities, in class assignment/activities, small group activities/presentations, quizzes – all of which become part of the class portfolio.			
	Summative Assessments: Written unit examination. Completion of this unit’s section of student portfolio.			

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Unit 7	Length of Unit: 7 weeks			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Business Simulation & Portfolio Finalization	Review of all course key vocabulary	Culminating unit incorporates all course standards and goals	Simulated sales, production, invoicing with “businesses” of other class members, advanced marketing, Entrepreneurship Open House	SBA and other small business websites, entrepreneurial print and online publications. Supplemental text: <u>Small Business Management, Entrepreneurship and Beyond</u> , 4 th edition, Hatten, South-Western.
Differentiation	Support -- for students who are struggling with the content	Content: Website tutorials (SBA and other self-help sites) Process: Extended class hours (before/after school) for tutorial/computer lab time with web-based tutorials Product: completion of assigned class work		
	Extension – for high achieving students.	Content: Student-driven enrichment research based on interest in unit subtopics Process: Use of print and on line resources such as Inc and Entrepreneur magazines Product: Exemplary portfolio entries		
Evaluation	Formative Assessments: Web based reading assignments/activities, in class assignment/activities, small group activities/presentations, quizzes – all of which become part of the class portfolio.			
	Summative Assessments: Final submittal of business plan/ portfolio, participation in Entrepreneurship Open House.			