



# Regional Occupational Program

## Entrepreneurship - MKG 2025-2026

### COURSE DESCRIPTION

This course introduces students to the concept of successfully owning and operating their own business. The course emphasizes the basic elements of entrepreneurship and includes topics such as developing a business plan, obtaining technical assistance, designing marketing strategies, financing the business, learning government regulations, legal issues, maintaining business records, promoting/advertising the business, and managing human resources. The curriculum is designed to help the student explore entrepreneurship as a career path worthy of consideration and provide them with a realistic framework for starting a new business.

#### Course Information

Course Length: 1 Year  
 Prerequisite: None  
 Course Level: Capstone  
 UC: No  
 Articulated: No  
 Industry Cert.: No  
 Industry Sector: Marketing Sales and Service  
 Pathway: Entrepreneurship/Self  
 Employment  
 CALPADS: 8331

#### O\*Net SOC Codes

11-1021 General Manager and Operations  
 Manager  
 13-1199 Business Operations Specialists, All  
 Other

#### Legend

CTE - PS CTE Pathway Standards  
 CRP Career Ready Practices  
 CTE - AS CTE Anchor Standards  
 CCSS Common Core State Standards  
 ISTE International Society for Technology in  
 Education

*Includes updates from the 24/25 Marketing Sales & Services and Business & Finance Advisory  
Advisory Minutes*

## Entrepreneurship

### Course Orientation

- a. Discuss objectives for this course, including competencies, teacher expectations, classroom policies, and procedures.
- b. Identify and discuss the acquisition of transferable skills (communication, collaboration, creativity, and critical thinking) and their importance to being college and career ready and for future personal and professional success.
- c. Review objectives, competencies, and course syllabus.
- d. Discuss student and teacher expectations, including behavior, class rules, appropriate dress, pre-course knowledge, and grading policies, including enrollment and attendance requirements and procedures, and classroom/school safety and disaster procedures.
- e. Discuss next steps in course sequence related to the career pathway, the need for reinforcement of basic skills, transferrable skills, and postsecondary and career options.
- f. Discuss the Big Six: Career Ready Essentials and the Standards for Career Ready Practice as they relate to this course, all aspects of the industry sector, and being college and career ready.

### Big Six: Career Ready Essentials

1. Effective Communication	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ol style="list-style-type: none"> <li>a. <b>Demonstrate effective verbal communication and conflict resolution skills.</b></li> <li>b. <b>Use the writing process to develop written communication with the appropriate tone, organization, and format for the identified audience.</b></li> <li>c. Explain the effect of interpersonal skills on one's ability to communicate effectively and develop relationships.</li> <li>d. Describe the impact of ineffective communication on business relationships.</li> <li>e. Analyze the impact of vocabulary, body language, and tone on verbal communication.</li> <li>f. Demonstrate active listening skills.</li> <li>g. Accurately interpret industry-specific written communication.</li> <li>h. Model responsible and effective use of various communication technologies.</li> <li>i. Identify valid and reliable digital reference and resource materials.</li> <li>j. Gather information from multiple digital sources to compare and contrast, synthesize, and summarize.</li> <li>k. Identify and use appropriate communication and collaboration technologies.</li> <li>l. Utilize technology to problem solve, accomplish tasks, and to produce or publish products.</li> </ol>		<u>1</u> <u>2</u> <u>11</u>	<u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>7</u> <u>8</u> <u>9</u> <u>10</u> <u>11</u>	<u>LS</u> <u>9-10</u> <u>11-12.6</u>  <u>SLS</u> <u>11-12.2</u> <u>9-10</u> <u>11-12.1</u> <u>11-12.1d</u>  <u>WS</u> <u>11-12.7</u> <u>11-12.6</u>	<u>1b,c</u> <u>2c</u> <u>3b,c</u> <u>5c</u> <u>6b,c,d</u>
2. Collaboration, Creativity, and Critical Thinking	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ol style="list-style-type: none"> <li>a. <b>Demonstrate critical thinking skills for a variety of purposes and in different settings.</b></li> <li>b. <b>Collaborate to reach consensus on an identical objective through the sharing of knowledge, tasks, and learning.</b></li> <li>c. Discuss the importance of the critical thinking process to real-world applications.</li> <li>d. Evaluate the impact of creative thinking on problem solving and innovation in real-world applications.</li> </ol>		<u>2</u> <u>4</u> <u>5</u> <u>7</u> <u>9</u> <u>10</u>	<u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>7</u>	<u>LS</u> <u>9-10</u> <u>11-12.6</u>  <u>SLS</u> <u>9-10</u>	<u>1c</u> <u>3c,d</u> <u>4a-d</u> <u>5c,d</u> <u>6c</u>

<ul style="list-style-type: none"> <li>e. Compile work that demonstrates the process used to (elaborate, refine, analyze) evaluate original ideas and maximize creative efforts.</li> <li>f. Apply divergent and convergent thinking to the development of an original idea or solution.</li> <li>g. Examine real-world limits to adopting ideas.</li> <li>h. Demonstrate creative thinking (preparation, insight, evaluation, elaboration, and communication) to create a new idea or concept.</li> <li>i. Assume shared responsibility for collaborative work, and value the individual contributions made by each team member.</li> <li>j. Evaluate evidence, arguments, claims, and beliefs to identify connections.</li> <li>k. Identify bias, prejudice, propaganda, self-deception, distortion, and misinformation.</li> <li>l. Produce intellectual, informational, or material products that serve an authentic purpose.</li> <li>m. Work effectively and respectfully with those from diverse backgrounds or cultures.</li> <li>n. Demonstrate respect, trust, commitment, and the ability to compromise in collaborative projects.</li> </ul>		<u>11</u>	<u>8</u> <u>9</u> <u>11</u>	<u>11-12.1</u> <u>11-12.1d</u> <u>11-12.2</u>  <b>WS</b> <u>11-12.7</u> <u>11-12.6</u>	<u>7b,c</u> <u>d</u>
<p><b>3. Leaders and Teams: Roles and Responsibilities</b></p>	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> <li>a. <b>Determine the individual and team members' roles and responsibilities.</b></li> <li>b. <b>Demonstrate leadership skills and qualities (i.e., reliability, negotiation skills, initiative, positive reinforcement, recognition of others' efforts, problem-solving skills, conflict resolution, and delegation).</b></li> <li>c. Explain the importance of technical, social, and communication skills to team success.</li> <li>d. Compare and contrast leadership styles and their effectiveness in various situations.</li> <li>e. Organize and delegate responsibilities in a team setting to encourage ideas, perspectives, and contributions from all team members.</li> <li>f. Develop a strong sense of team identity by brainstorming solutions, volunteering, assisting others, practicing respect and courtesy, and taking initiative.</li> <li>g. Examine situations in which a follower becomes the leader.</li> <li>h. Describe twenty-first-century skills required across all occupations.</li> <li>i. Identify and discuss the characteristics of a successful team (i.e., leadership, cooperation, and effective decision-making).</li> <li>j. Leverage social and cultural differences to increase innovation and quality of work.</li> </ul>		<u>7</u> <u>8</u> <u>9</u>	<u>3</u> <u>7</u> <u>8</u> <u>9</u> <u>11</u>	<b>SLS</b> <u>11-12.2</u> <u>9-10</u> <u>11-12.1</u> <u>11-12.1d</u>  <b>WS</b> <u>11-12.6</u>	<u>7a,c</u>
<p><b>4. Legal, Ethical, and Environmental Considerations</b></p>	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> <li>a. <b>Demonstrate industry specific ethical and legal practices.</b></li> <li>b. <b>Identify eco-friendly industry specific practices and resources.</b></li> <li>c. Identify local, state, and federal regulatory agencies, entities, laws, and regulations.</li> <li>d. Identify discrimination based on race, nationality, religion, gender, age, disability, or sexual orientation.</li> </ul>		<u>5</u> <u>7</u> <u>8</u> <u>12</u>	<u>3</u> <u>5</u> <u>7</u> <u>8</u> <u>9</u>	<b>WS</b> <u>11-12.6</u> <u>11-12.7</u>  <b>SLS</b>	<u>2a,b</u> <u>3a,b</u> <u>5c</u> <u>6c</u>

<ul style="list-style-type: none"> <li>e. Summarize the ethical and legal implications of workplace discrimination and harassment.</li> <li>f. Explain the concept of corporate citizenship.</li> <li>g. Examine an employer's role in protecting the health and welfare of employees, the community, and the environment.</li> <li>h. Analyze current environmental laws and regulations and their impact on industry.</li> <li>i. Compare and contrast both society's and industry's impact on the environment.</li> </ul>			<a href="#">11</a>	<a href="#">9-10</a> <a href="#">11-12.1</a> <a href="#">11-12.1d</a> <a href="#">11-12.2</a>	
<b>5. Personal Growth and Career Planning</b>	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> <li>a. <b>Demonstrate continued personal development and growth.</b></li> <li>b. <b>Develop and manage a personal growth and career plan.</b></li> <li>c. Explain the relationship between sound financial habits and financial security.</li> <li>d. Create and manage a personal financial plan.</li> <li>e. Demonstrate initiative in achieving personal and professional goals.</li> <li>f. Apply time management strategies to meet deadlines.</li> <li>g. Demonstrate a growth mindset through flexibility and a positive attitude.</li> <li>h. Select and demonstrate appropriate job-search and retention techniques.</li> <li>i. Demonstrate strategies to prepare for employment.</li> <li>j. Demonstrate interpersonal skills appropriate for the workplace.</li> <li>k. Elaborate on the importance of perseverance to personal and professional success.</li> <li>l. Discover personal career interests, aptitudes, and skills.</li> </ul>		<a href="#">1</a> <a href="#">2</a> <a href="#">3</a> <a href="#">4</a> <a href="#">6</a>	<a href="#">2</a> <a href="#">3</a> <a href="#">4</a> <a href="#">7</a> <a href="#">8</a> <a href="#">11</a>	<a href="#">LS</a> <a href="#">9-10</a> <a href="#">11-12.6</a>  <a href="#">SLS</a> <a href="#">9-10</a> <a href="#">11-12.1</a> <a href="#">11-12.1d</a> <a href="#">11-12.2</a>  <a href="#">WS</a> <a href="#">11-12.6</a>	<a href="#">1a</a> <a href="#">3a,c</a> <a href="#">4d</a> <a href="#">6a,d</a> <a href="#">7b</a>
<b>6. Workplace Safety and Personal Wellness</b>	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> <li>a. <b>Demonstrate proper industry specific safe work practices to prevent injury or illness.</b></li> <li>b. <b>Assess the potential impact of goal setting on personal and professional success.</b></li> <li>c. Describe the role of security and emergency procedures in workplace safety.</li> <li>d. Describe the effect of preventative measures on emergencies in the workplace.</li> <li>e. Identify and describe the causes, prevention, and treatment of common accidents.</li> <li>f. Identify local, state, and federal agencies that regulate workplace safety.</li> <li>g. Explain the role of the California Occupational Safety and Health Administration (Cal-OSHA) and the Environmental Protection Agency (EPA).</li> <li>h. Discuss the basics of system operations.</li> <li>i. Demonstrate the proper use of personal protective equipment (PPE).</li> <li>j. Explain the purpose of and accurately interpret a Safety Data Sheet (SDS).</li> <li>k. Identify hazardous materials and chemicals.</li> <li>l. Demonstrate proper procedures to respond to work-related accidents and injuries.</li> <li>m. Describe how ergonomics, housekeeping, and maintenance are related to accidents and injuries.</li> <li>n. Demonstrate cyber ethics, cyber safety, and cybersecurity.</li> </ul>		<a href="#">2</a> <a href="#">5</a> <a href="#">6</a> <a href="#">8</a> <a href="#">12</a>	<a href="#">2</a> <a href="#">5</a> <a href="#">6</a> <a href="#">7</a> <a href="#">8</a> <a href="#">10</a> <a href="#">11</a>	<a href="#">LS</a> <a href="#">9-10</a> <a href="#">11-12.6</a>  <a href="#">WS</a> <a href="#">11-12.7</a> <a href="#">11-12.6</a>  <a href="#">SLS</a> <a href="#">9-10</a> <a href="#">11-12.1</a> <a href="#">11-12.1d</a>	<a href="#">1a,d</a> <a href="#">2a,d</a> <a href="#">5b</a>

o. Assess the potential impact of preventative physical and mental health measures on workplace safety.					
Entrepreneurship Units of Instruction					
7. Discovering the World of Entrepreneurship	CTE-PS	CRP	CTE- AS	CCSS	ISTE
<p>a. Describe entrepreneurship and contrast the difference between small business management and entrepreneurs.</p> <p>b. Define the role of entrepreneurs in the free-enterprise system.</p> <p>c. Describe the role government plays on economic systems and its impact on small businesses.</p> <p>d. Compare and contrast small business management and entrepreneurship.</p> <p>e. Identify the major fields of business activity.</p> <p>f. Describe the importance of cultural and social environments on global trade.</p> <p>g. Describe future prospects of entrepreneurship.</p>	<a href="#">C1.0</a> <a href="#">C1.1</a> <a href="#">C1.2</a> <a href="#">C1.6</a>	<u>1</u> <u>2</u> <u>5</u> <u>11</u>	<u>1</u> <u>2</u> <u>5</u> <u>11</u>	<a href="#">LS</a> <a href="#">9-10</a> <a href="#">11-12.6</a>  <a href="#">WS</a> <a href="#">11-12.7</a>	
8. Examining Entrepreneurship as a Career	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<p>a. Describe the essential aspects of entrepreneurship.</p> <p>b. Identify personal traits that are common to many successful entrepreneurs.</p> <p>c. Compare and contrast the advantages and disadvantages of working for yourself.</p> <p>d. Describe eight different types of entrepreneurs.</p> <p>e. Compare and contrast three major ways of going into business for yourself.</p> <p>f. Identify the reasons an entrepreneur might need a sideline or home-based business.</p> <p>g. Estimate personal financial needs.</p>	<a href="#">C2.0</a> <a href="#">C2.1</a> <a href="#">C3.0</a> <a href="#">C3.1</a> <a href="#">C3.2</a>	<u>1</u> <u>2</u> <u>5</u> <u>11</u>	<u>1</u> <u>2</u> <u>5</u> <u>11</u>	<a href="#">LS</a> <a href="#">9-10</a> <a href="#">11-12.6</a>  <a href="#">WS</a> <a href="#">11-12.7</a>	
9. Developing Creativity	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<p>a. Develop creative and innovative thinking skills that apply to entrepreneurship and the products/services created.</p> <p>b. Create and design potential innovative twenty-first-century products and services.</p> <p>c. Identify and describe sources of entrepreneurial ideas.</p> <p>d. Identify and describe methods for generating entrepreneurial ideas.</p> <p>e. Describe how creativity can be used to produce ideas that will make businesses more efficient.</p> <p>f. Develop strategies to adapt and respond to meeting the differences in culture, market, habits, experience, and laws.</p>	<a href="#">C4.0</a> <a href="#">C4.1</a> <a href="#">C4.6</a>	<u>1</u> <u>2</u> <u>5</u> <u>10</u> <u>11</u>	<u>1</u> <u>2</u> <u>5</u> <u>11</u>	<a href="#">LS</a> <a href="#">9-10</a> <a href="#">11-12.6</a>  <a href="#">WS</a> <a href="#">11-12.7</a>	
10. Establishing a New Enterprise	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<p>a. Demonstrate an understanding of the elements and purpose of business and strategic planning in entrepreneurship.</p>	<a href="#">C5.2</a> <a href="#">C6.0</a>	<u>1</u> <u>2</u>	<u>1</u> <u>2</u>	<a href="#">LS</a> <a href="#">9-10</a>	

<p><b>b. Develop a mission statement establishing professional goals that are consistent with company needs.</b></p> <p>c. Identify and describe unique problems of a family-owned business.</p> <p>d. Identify and explain the components of a business plan.</p> <p>e. Define terms necessary for creating a business plan such as return on investment, target markets, and demographics.</p> <p>f. Compare and contrast sample business plans, identifying strengths and weaknesses.</p> <p>g. Synthesize all elements into an original business plan.</p> <p>h. Determine company ethical standards and practices.</p>	<p><a href="#">C6.1</a> <a href="#">C6.2</a> <a href="#">C6.4</a> <a href="#">C6.5</a></p>	<p><u>5</u> <u>10</u> <u>11</u></p>	<p><u>5</u> <u>11</u></p>	<p><a href="#">11-12.6</a>  <a href="#">WS</a> <a href="#">11-12.7</a></p>	
<p><b>11. Market Assessment</b></p>	<p><b>CTE - PS</b></p>	<p><b>CRP</b></p>	<p><b>CTE - AS</b></p>	<p><b>CCSS</b></p>	<p><b>ISTE</b></p>
<p><b>a. Describe market segmentation and estimate market share potential and evaluate the competition.</b></p> <p>b. Conduct market research by using a variety of methods for both the domestic and international markets.</p> <p>c. Describe the process of market segmentation.</p> <p>d. Describe how to estimate market share potential.</p> <p>e. Identify characteristics of a good location for a business.</p> <p>f. Analyze similar business competition both domestically and internationally.</p> <p>g. Interpret how market research is used to develop strategies for marketing</p>	<p><a href="#">C6.3</a> <a href="#">C7.5</a> <a href="#">C9.1</a></p>	<p><u>1</u> <u>2</u> <u>5</u> <u>11</u></p>	<p><u>1</u> <u>2</u> <u>5</u> <u>11</u></p>	<p><a href="#">LS</a> <a href="#">9-10</a> <a href="#">11-12.6</a>  <a href="#">WS</a> <a href="#">11-12.7</a></p>	
<p><b>12. Marketing Products and Services</b></p>	<p><b>CTE - PS</b></p>	<p><b>CRP</b></p>	<p><b>CTE - AS</b></p>	<p><b>CCSS</b></p>	<p><b>ISTE</b></p>
<p><b>a. Describe and demonstrate how to market the product and/or service.</b></p> <p><b>b. Create an effective marketing plan including current social media, viral marketing, and other technologies.</b></p> <p>c. Describe effective marketing techniques.</p> <p>d. Identify and describe the differences between consumer products/services and industrial products/services.</p> <p>e. Explore how products and services are conceived, developed, maintained, and improved in response to market opportunities</p> <p>f. Identify and describe distribution channels.</p> <p>g. Identify and describe processes to price products and services.</p> <p>h. Create and describe a promotional plan that includes advertising, public relations, and sales promotion.</p>	<p><a href="#">C6.3</a> <a href="#">C8.4</a> <a href="#">C9.0</a> <a href="#">C9.2</a> <a href="#">C9.6</a></p>	<p><u>1</u> <u>2</u> <u>5</u> <u>11</u></p>	<p><u>1</u> <u>2</u> <u>5</u> <u>11</u></p>	<p><a href="#">LS</a> <a href="#">9-10</a> <a href="#">11-12.6</a>  <a href="#">WS</a> <a href="#">11-12.7</a></p>	
<p><b>13. Financial Support</b></p>	<p><b>CTE - PS</b></p>	<p><b>CRP</b></p>	<p><b>CTE - AS</b></p>	<p><b>CCSS</b></p>	<p><b>ISTE</b></p>
<p><b>a. Demonstrate how to estimate needed funds and identify possible sources of funding.</b></p> <p>b. Estimate start-up costs for a new enterprise.</p> <p>c. Identify possible sources of funding.</p>	<p><a href="#">C8.0</a> <a href="#">C8.1</a> <a href="#">C8.3</a></p>	<p><u>1</u> <u>2</u> <u>5</u></p>	<p><u>1</u> <u>2</u> <u>5</u></p>	<p><a href="#">LS</a> <a href="#">9-10</a> <a href="#">11-12.6</a></p>	

<ul style="list-style-type: none"> <li>d. Compare and contrast short-term and long-term capital needs.</li> <li>e. Identify additional capital needs.</li> <li>f. Research information on requesting and obtaining loans.</li> <li>g. Explain the time value of money.</li> <li>h. Describe common financing sources and the payment methods used for international business transactions.</li> <li>i. Analyze how credit reports quantify credit worthiness.</li> </ul>		<u>11</u>	<u>11</u>	<u>WS</u> <u>11-12.7</u>	
<b>14. Financial Planning Process</b>	<b>CTE - PS</b>	<b>CRP</b>	<b>CTE - AS</b>	<b>CCSS</b>	<b>ISTE</b>
<ul style="list-style-type: none"> <li>a. <b>Develop a thorough and accurate financial plan.</b></li> <li>b. <b>Calculate financial projection sales, income, expenses, and taxes.</b></li> <li>c. Demonstrate how to properly prepare a cash budget, income statement and balance sheet.</li> <li>d. Describe how price, volume, cost of sales and operating expenses affect the net profit.</li> <li>e. Analyze an annual report and financial statement to predict profitability.</li> <li>f. Describe key elements of a balance sheet.</li> <li>g. Describe key elements of an income statement and explain how it correlates with the balance sheet.</li> <li>h. Describe the purpose of a budget.</li> <li>i. Explain how to monitor the actual vs. the budget.</li> <li>j. Describe how the budget ties to the business plan or strategic plan.</li> </ul>	<u>C8.6</u> <u>C8.7</u>	<u>1</u> <u>2</u> <u>5</u> <u>11</u>	<u>1</u> <u>2</u> <u>5</u> <u>11</u>	<u>LS</u> <u>9-10</u> <u>11-12.6</u>  <u>WS</u> <u>11-12.7</u>	

## **Standards Alignment**

The curricula have been aligned with the CTE Model Curriculum Standards released in 2013. Each industry sector was updated to meet the increased rigor and relevancy requirements of the Common Core State Standards. The curriculum also includes the new Standards for Career Ready Practices.

### Standards for Career Ready Practice

1. *Apply appropriate technical skills and academic knowledge.*
2. *Communicate clearly, effectively, and with reason.*
3. *Develop an education and career plan aligned with personal goals.*
4. *Apply technology to enhance productivity.*
5. *Utilize critical thinking to make sense of problems and persevere in solving them.*
6. *Practice personal health and understand financial literacy.*
7. *Act as a responsible citizen in the workplace and the community.*
8. *Model integrity, ethical leadership, and effective management.*
9. *Work productively in teams while integrating cultural and global competence.*
10. *Demonstrate creativity and innovation.*
11. *Employ valid and reliable research strategies.*
12. *Understand the environmental, social, and economic impacts of decisions.*

## CTE Anchor Standards—Common Core English Language Arts Alignment

### *Anchor Standard 1: Academics*

Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the industry sector alignment matrix for identification of standards. Note: alignment listed within each sector.

### *Anchor Standard 2: Communications*

Language Standard: Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the (career and college) readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. LS 9-10, 11-12.6

### *Anchor Standard 3: Career Planning and Management*

Speaking and Listening Standard: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. SLS 11-12.2

### *Anchor Standard 4: Technology*

Writing Standard: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.

### *Anchor Standard 5: Problem Solving and Critical Thinking*

Writing Standard: 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, and synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. WS 11-12.7

### *Anchor Standard 6: Health and Safety*

Reading Standards for Science and Technical Subjects: Determine the meaning of symbols, keywords, and other domain-specific words and phrases as they are used in a specific scientific or technical context. RSTS 9-10, 11-12.4

### *Anchor Standard 7: Responsibility and Flexibility*

Speaking and Listening Standard: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly and persuasively. SLS 9-10, 11-12.1

### *Anchor Standard 8: Ethics and Legal Responsibilities*

Speaking and Listening Standard: Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the work. SLS 11-12.1d

### *Anchor Standard 9: Leadership and Teamwork*

Speaking and Listening Standard: Work with peers to promote civil, democratic discussions and decision making; set clear goals and deadlines; and establish individual roles as needed. SLS 11-12.1b

### *Anchor Standard 10: Technical Knowledge and Skills*

Writing Standard: 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. WS 11-12.6

### *Anchor Standard 11: Demonstration and Application*

Demonstrate and apply the knowledge and skills contained in the industry-sector anchor standards, pathway standards, and performance indicators in the classroom, laboratory, and workplace settings, and the career technical student organization. Note: no alignment evident for this standard. WS 11-12.6

## CTE Model Curriculum Standards—Industry Sectors and Pathways

### **Marketing, Sales, and Services**

#### **C. Entrepreneurship/Self-Employment**

- C1.0 *Define the role the entrepreneur plays in the free-enterprise system*
- C1.1 *Understand the role and importance of entrepreneurship and small business in the economy.*
- C1.2 *Understand the part government plays in the free-enterprise system and its impact on small businesses.*
- C1.6 *Explore the impact of cultural and social environments on global trade.*
- C2.0 *Analyze the development of successful personal entrepreneurial traits.*
- C2.1 *Define and identify the following entrepreneurial characteristics: adaptability, competitiveness, confidence, discipline, perseverance, vision and risk taking.*
- C4.0 *Develop creative and innovative thinking skills that apply to entrepreneurship and the products/services created.*
- C4.6 *Create and design potential innovative twenty-first-century products and services.*
- C5.2 *Define the four management functions: planning, organizing, staffing, and controlling.*
- C4.1 *Define terms to develop the creative process such as originality, flexibility, brain storming, modification, associative and metaphorical thinking.*
- C6.0 *Demonstrate an understanding of the elements and purpose of business and strategic planning in entrepreneurship.*
- C6.1 *Identify and explain the components of a business plan.*
- C6.3 *Conduct market research by using a variety of methods.*
- C6.2 *Define terms necessary for creating a business plan such as return on investment, target markets, and demographics.*
- C6.4 *Compare and contrast sample business plans, identifying strengths and weaknesses.*
- C6.5 *Synthesize all elements into an original business plan.*
- C7.5 *Evaluate advantages and disadvantages of business locations.*
- C8.0 *Understand financial planning, reports, and projections.*
- C8.1 *Identify startup costs.*
- C8.3 *Research sources of capital.*
- C8.4 *Formulate pricing strategies for goods and services for a small business.*
- C8.6 *Calculate financial projection sales, income, expenses, and taxes.*
- C8.7 *Construct a financial plan.*
- C9.1 *Identify target markets, competition, and customer profiles.*
- C9.2 *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.*
- C9.6 *Create an effective marketing plan including current social media, viral marketing, and other technologies.*

## ISTE Standards for Students

**1. Empowered Learner-** *Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.*

*a) Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them, and reflect on the learning process itself to improve learning outcomes.*

*b) Students build networks and customize their learning environments in ways that support the learning process.*

*c) Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways*

*d) Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.*

**2. Digital Citizen-** *Students recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they act and model in ways that are safe, legal, and ethical.*

*a) Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.*

*b) Students engage in positive, safe, legal, and ethical behavior when using technology, including social interactions online or when using networked devices.*

*c) Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.*

*d) Students manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.*

**3. Knowledge Constructor-** *Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.*

*a) Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.*

*b) Students evaluate the accuracy, perspective, credibility, and relevance of information, media, data, or other resources.*

*c) Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.*

*d) Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories, and pursuing answers and solutions.*

**4. Innovative Designer-** *Students use a variety of technologies within a design process to identify and solve problems creating new, useful, or imaginative solutions.*

*a) Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts, or solving authentic problems.*

*b) Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.*

*c) Students develop, test, and refine prototypes as part of a cyclical design process.*

*d) Students exhibit a tolerance for ambiguity, perseverance, and the capacity to work with open-ended problems.*

**5. Computational Thinker-** *Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.*

*a) Students formulate problem definitions suited for technology-assisted methods such as data analysis, abstract models, and algorithmic thinking in exploring and finding solutions.*

*b) Students collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.*

*c) Students break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.*

*d) Students understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.*

**6. Creative Communicator-** *Students communicate clearly and express themselves creatively for a variety of purposes using platforms, tools, styles, formats, and digital media appropriate for their goals.*

*a) Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.*

*b) Students create original works or responsibly repurpose or remix digital resources into new creations.*

*c) Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models, or simulations.*

*d) Students publish or present content that customizes the message and medium for their intended audiences.*

**7. Global Collaborator-** *Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.*

*a) Students use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.*

*b) Students use collaborative technologies to work with others, including peers, experts, or community members, to examine issues and problems from multiple viewpoints.*

*c) Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.*

*d) Students explore local and global issues and use collaborative technologies to work with others to investigate solutions.*