



Regional Occupational Program

Creating an Online Business

A-G 2025-2026

COURSE DESCRIPTION

Creating an Online Business provides a background in business concepts including the role of entrepreneurial businesses in the United States and their impact on the local, regional, national and global economy. Students will evaluate the skills and commitment necessary to successfully create and operate an online business venture. Students will assess the current economic, social and political climates for their entrepreneurial ideas, evaluating their business concepts, and writing business plans for their online venture. By the end of the course, students will assess the strengths and weaknesses of an online business concept, collect and organize market research data into a marketing plan, and prepare the financial analysis for their online business venture. Activities in this course include work-based learning that connects students to industry and the local community.

Course Information:

Course Length: 1 Year
 Prerequisite: None
 Course Level: Concentrator
 UC: Yes-G Elective
 Articulated: No
 Industry Cert.: No
 Industry Sector: Marketing, Sales, and Service
 Pathway: Entrepreneurship/Self
 Employment
 CALPADS: 8330

O*Net SOC Codes:

11-1021 General and Operations Managers
 13-1199.06 Online Merchants
 11-2022 Sales Managers

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](#)*

Creating an Online Business

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"> a. Demonstrate effective verbal communication and conflict resolution skills. b. Use the writing process to develop written communication with the appropriate tone, organization, and format for the identified audience. c. Explain the effect of interpersonal skills on one's ability to communicate effectively and develop relationships. d. Describe the impact of ineffective communication on business relationships. e. Analyze the impact of vocabulary, body language, and tone on verbal communication. f. Demonstrate active listening skills. g. Accurately interpret industry-specific written communication. h. Model responsible and effective use of various communication technologies. i. Identify valid and reliable digital reference and resource materials. j. Gather information from multiple digital sources to compare and contrast, synthesize, and summarize. k. Identify and use appropriate communication and collaboration technologies. l. Utilize technology to problem solve, accomplish tasks, and to produce or publish products. | | <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"> a. Demonstrate critical thinking skills for a variety of purposes and in different settings. b. Collaborate to reach consensus on an identical objective through the sharing of knowledge, tasks, and learning. c. Discuss the importance of the critical thinking process to real-world applications. d. Evaluate the impact of creative thinking on problem solving and innovation in real-world applications. | | <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>8</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> <u>7b,c,d</u> |

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

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

Creating an Online Business Units of Instruction

| 7. Introduction to Online Business | CTE-PS | CRP | CTE- AS | CCSS | ISTE |
|---|----------------------|--------------------|--------------------|-------------------------|-------------|
| a. Compare and contrast the major types of business organizational structures. | C2.0 | 1 | 1 | LS | |
| b. Compare and contrast the differences between traditional and online business ventures. | C2.1 | 2 | 2 | 9-10 | |
| c. Analyze the impact of online businesses in different industries. | C2.3 | 5 | 5 | 11-12.6 | |
| d. Identify the characteristics of successful entrepreneurs. | C3.1 | 11 | 11 | | |
| e. Explain how the internet has affected the revenue, costs, and profitability of an industry. | C3.2 | | | WS | |
| f. Evaluate the advantages and disadvantages of owning an online business. | | | | 11-12.7 | |
| g. Identify reasons online businesses may succeed or fail. | | | | | |
| h. Describe the business model of an online business. | | | | | |
| i. Explain the impact of the internet on various industries. | | | | | |
| 8. Economic Fundamentals | CTE - PS | CRP | CTE - AS | CCSS | ISTE |
| a. Define economics and the Free Enterprise System. | C1.0 | 1 | 1 | LS | |
| b. Describe Needs vs. Wants. | C1.1 | 2 | 2 | 9-10 | |
| c. Explain the Basic Economic Problem (i.e., limited resources and unlimited wants). | C1.2 | 5 | 5 | 11-12.6 | |
| d. Explain the Law of Diminishing Returns. | C1.3 | 11 | 11 | | |
| e. Describe the Factors of Production (i.e., types of economic resources). | C1.4 | 12 | | WS | |
| f. Compare and contrast the major types of economic systems (e.g., Traditional, Planned, Market, Mixed). | C1.5 | | | 11-12.7 | |
| g. Explain the concept of the marketplace (i.e., “the market”). | C1.6 | | | | |
| h. Explain Opportunity Cost. | | | | | |
| i. Explain the Laws of Supply and Demand and how they are related. | | | | | |
| j. Describe and calculate Equilibrium Price and Equilibrium Quantity. | | | | | |
| k. Explain Scarcity and Surplus in a market and the factors that might lead to the creation and resolution of each. | | | | | |
| l. Describe the Business Cycle. | | | | | |
| m. Identify the impact of global competition on a business. | | | | | |
| 9. Creating a Business Plan | CTE - PS | CRP | CTE - AS | CCSS | ISTE |
| a. Identify current online business trends and opportunities. | C6.0 | 1 | 1 | LS | |
| b. Explain the importance of developing a business plan. | C6.1 | 2 | 2 | 9-10 | |
| c. Describe the components of a professional business plan. | C6.2 | 3 | 3 | 11-12.6 | |
| d. Define value proposition and explain the purpose of a mission statement and a vision statement. | C6.3 | 5 | 5 | | |
| | C6.4 | 11 | 11 | WS | |
| e. Describe the barriers of entry to an industry. | C6.5 | | | 11-12.7 | |

| 10. Business Law and Ethics | CTE - PS | CRP | CTE - AS | CCSS | ISTE |
|---|---|--|--|---|------|
| <p>a. Analyze ethical and unethical business practices and the potential impact on a business and its owner(s).</p> <p>b. Explain intellectual property law, patents, trademark, and copyrights and how they impact business.</p> <p>c. Identify the need for permits, licenses, and contracts for a business.</p> <p>d. Explain the importance of confidentiality and security protection in consumer transactions.</p> <p>e. Identify local city, state, federal and international laws that impact an online business.</p> <p>f. Explain laws that affect employees (e.g., discrimination, child labor, wrongful termination, sexual harassment, Americans with Disabilities Act, Family Medical Leave Act, equal pay for equal work, fair labor standards, safety and health).</p> | <p>C3.5 C9.4 C11.2</p> | <p>1 2 5 8 11</p> | <p>1 2 5 8 11</p> | <p>LS 9-10 11-12.6 WS 11-12.7 SLS 11-12.1d</p> | |
| 11. Technology for an Online Business | CTE - PS | CRP | CTE - AS | CCSS | ISTE |
| <p>a. Analyze the use of wikis, blogs, surveys, multimedia, and other web tools in the development and promotion of a small business.</p> <p>b. Identify companies that will develop a business's online presence.</p> <p>c. Identify the basic elements of a web page.</p> <p>d. List basic equipment and software needed to run an online business.</p> <p>e. Compare the advantages and disadvantages of using third party shopping sites (e.g., eBay, Amazon, Etsy, Craigslist, etc.).</p> <p>f. Identify different methods for hosting and/or developing a website.</p> <p>g. Research availability and costs to establish a domain name for a business website.</p> <p>h. Define SEO (Search Engine Optimization) and ways businesses can improve their visibility on the web.</p> | <p>C3.4 C10.0 C10.1 C10.2</p> | <p>1 2 4 5 10 11</p> | <p>1 2 4 5 10 11</p> | <p>LS 9-10 11-12.6 WS 11-12.6 11-12.7</p> | |
| 12. Market Analysis | CTE - PS | CRP | CTE - AS | CCSS | ISTE |
| <p>a. Design and evaluate market research.</p> <p>b. Create customer profiles, identifying target market and market segments (including internationally, where applicable).</p> <p>c. Research and prepare an industry analysis for an online business.</p> <p>d. Research and prepare a competitive analysis for an online business.</p> <p>e. Explain the purpose of and create a SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis for an online business.</p> <p>f. Define the four Ps of marketing and how they apply to an online business (Product, Price, Place, Promotion).</p> <p>g. Define the four Cs and how they apply to online business (Consumer, Costs, Convenience, Communication).</p> <p>h. Explain the channels of distribution and costs associated with each.</p> | <p>C3.6 C6.2 C6.3 C6.4 C9.5</p> | <p>1 2 4 5 6 11</p> | <p>1 2 4 5 6 11</p> | <p>LS 9-10 11-12.6 WS 11-12.6 11-12.7 RSTS 9-10 11-12.4</p> | |

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|--|--|------------------------|------------------------|--|-------------|
| i. Explain the purpose of a feasibility study. | | | | | |
| 13. Sales and Promotion | CTE - PS | CRP | CTE - AS | CCSS | ISTE |
| a. Describe how customers might be acquired and retained by an online business. | C9.0 | <u>1</u> | <u>1</u> | LS | |
| b. Describe the advantages and disadvantages of various social networking sites for marketing an online business. | C9.1 C9.2 | <u>2</u> <u>5</u> | <u>2</u> <u>5</u> | <u>9-10</u> <u>11-12.6</u> | |
| c. Identify ways to use social media to promote products or services online. | C9.5 | <u>6</u> | <u>6</u> | | |
| d. Explain how promotional goals and promotional messages could appeal to a target market. | C9.6 | <u>10</u> | <u>10</u> | WS | |
| e. Identify examples of digital marketing materials, including their costs. | | <u>11</u> | <u>11</u> | <u>11-12.6</u> | |
| f. Evaluate the effectiveness of promotional strategies. | | | | <u>11-12.7</u> RSTS <u>9-10</u> <u>11-12.4</u> | |
| 14. Growth and Contingency Plans | CTE - PS | CRP | CTE - AS | CCSS | ISTE |
| a. Describe how market research can be used to support and justify growth strategy decisions. | C1.6 | <u>1</u> | <u>1</u> | LS | |
| b. Develop long-range plans in response to market opportunities. | C3.1 | <u>2</u> | <u>2</u> | <u>9-10</u> | |
| c. Evaluate methods and strategies for growing an online business. | C7.0 | <u>5</u> | <u>5</u> | <u>11-12.6</u> | |
| d. Describe how a business should respond to changes in market conditions caused by demographic shifts, socioeconomic trends, economic events, energy costs, and changes in government policies. | C7.2 C7.6 | <u>10</u> <u>11</u> | <u>10</u> <u>11</u> | WS | |
| e. Explain how a business can anticipate and respond to competitive threats. | | | | <u>11-12.6</u> <u>11-12.7</u> | |
| 15. Customer Relations | CTE - PS | CRP | CTE - AS | CCSS | ISTE |
| a. Compare and contrast customer service in face-to-face vs virtual environments. | C9.3 | <u>1</u> | <u>1</u> | LS | |
| b. Define E-CRM (Electronic Customer Relationship Management) and explain its importance in maintaining and growing a business's customer base. | | <u>2</u> <u>5</u> | <u>2</u> <u>5</u> | <u>9-10</u> <u>11-12.6</u> | |
| c. Demonstrate effective customer service skills. | | <u>7</u> | <u>7</u> | | |
| d. Demonstrate techniques for dealing with customer difficulties in an online environment. | | <u>11</u> | <u>11</u> | WS | |
| e. Design a customer satisfaction survey for an online business. | | | | <u>11-12.6</u> SLS <u>9-10</u> <u>11-12.1</u> | |
| 16. Financing and Accounting | CTE - PS | CRP | CTE - AS | CCSS | ISTE |
| a. Identify policies and procedures for conducting and documenting financial transactions. | C8.0 | <u>1</u> | <u>1</u> | LS | |
| b. Research costs associated with accepting various forms of payment (e.g., PayPal, credit cards, etc.). | C8.1 C8.2 | <u>2</u> <u>5</u> | <u>2</u> <u>5</u> | <u>9-10</u> <u>11-12.6</u> | |
| c. Identify accounting systems used in small business. | C8.3 | <u>6</u> | <u>6</u> | | |

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|---|---|----------------------------------|----------------------------------|--|--|
| <ul style="list-style-type: none"> d. Demonstrate various financial transactions related to small business ownership. e. Describe the purpose of and create a profit and loss statement and balance sheet for an online business. f. Describe how financial statements can be used to implement changes to make a business more profitable. g. Identify methods of financing a new business, including alternatives such as crowd funding and angel investing. h. Describe the importance of personal and business financial planning. i. List examples of start-up costs, fixed and variable operating costs, and personal expenses in business plan. j. Calculate start-up costs for an online business. k. Identify potential financial risks to an online business. l. Identify the importance of a good credit rating and how to achieve good credit. | <p><u>C8.4</u></p> <p><u>C8.5</u></p> <p><u>C8.6</u></p> <p><u>C8.7</u></p> | <p><u>11</u></p> | <p><u>11</u></p> | <p><u>WS</u></p> <p><u>11-12.6</u></p> <p><u>11-12.7</u></p> <p><u>RSTS</u></p> <p><u>9-10</u></p> <p><u>11-12.4</u></p> | |
|---|---|----------------------------------|----------------------------------|--|--|

A-G Approved Key Assignments

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|-----|--|
| 1. | Students will complete a self-assessment to determine their entrepreneurial strengths and weaknesses. They will then research a modern entrepreneur and compare and contrast their background, abilities, aptitudes, and strengths and weaknesses to that of the entrepreneur chosen. <i>Unit(s) 7</i> |
| 2. | Students will determine the equilibrium prices and quantities of three (3) products/services their businesses might provide. Based upon their findings, they will analyze whether the products are viable for their business based on their business's costs to produce/acquire the products. Students will present suggested changes in their business operations and identify market factors that might make the products more or less viable for their business. <i>Unit(s) 8</i> |
| 3. | Students will create a business plan that includes: executive summary, company description, product and service plan, vision and mission statements, industry overview, market analysis, competitive analysis, marketing plan, operational plan, organizational plan, financial plan, and growth and contingency plans. Students will develop and deliver a presentation for potential investors. <i>Unit(s) 9</i> |
| 4. | Students will research and analyze a current event related to business ethics. Students will hold a Socratic seminar to discuss the legal, ethical, and financial implications of the event. <i>Unit(s) 10</i> |
| 5. | Students will research various web sites for hosting their online businesses. They will compare and contrast the services offered and costs involved, and defend their choice of the service that best fits the needs of their business. <i>Unit(s) 11</i> |
| 6. | Students will create a business plan that includes: executive summary, company description, product and service plan, vision and mission statements, industry overview, market analysis, competitive analysis, marketing plan, operational plan, organizational plan, financial plan, and growth and contingency plans. Students will develop and deliver a presentation for potential investors. <i>Unit(s) 12</i> |
| 7. | Students will develop a marketing campaign for an online business that includes the use of social media and web tools, and includes a proposed budget. <i>Unit(s) 13</i> |
| 8. | Students will develop online customer satisfaction surveys for their business, surveying a minimum of five (5) "customers." Analyzing the data, and based on survey results, writing one-page summaries that suggest modifications to their businesses and evaluates the effectiveness of the survey instruments. <i>Unit(s) 14</i> |
| 9. | Students will develop a marketing campaign for an online business that includes the use of social media and web tools, and includes a proposed budget. <i>Unit(s) 15</i> |
| 10. | Students will research various web sites for hosting their online businesses. They will compare and contrast the services offered and costs involved, and defend their choice of the service that best fits the needs of their business. <i>Unit(s) 16</i> |

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 Pathway

- 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.*
- C1.3 *Know how scarcity and allocation affect small businesses.*
- C1.4 *Demonstrate the relationship between supply and demand and pricing and production.*
- C1.5 *Evaluate the importance of economic measurements and the factors used to calculate it.*
- 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.*
- C2.3 *Deconstruct the reasons for success of key entrepreneurs.*
- C3.1 *Know the risk management principles associated with small-business ownership.*
- C3.2 *Compare the different types of business ownership and the advantages and disadvantages of owning and managing a small business.*
- C3.4 *Examine current trends that provide both domestic and global opportunities for entrepreneurs.*
- C3.5 *Identify and analyze ethical and social responsibilities of a successful small business.*
- C3.6 *Analyze a proposed business situation and its potential market.*
- 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.*
- C6.2 *Define terms necessary for creating a business plan such as return on investment, target markets, and demographics.*
- C6.3 *Conduct market research by using a variety of methods.*
- C6.4 *Compare and contrast sample business plans, identifying strengths and weaknesses.*
- C6.5 *Synthesize all elements into an original business plan.*
- C7.0 *Identify strategies for business startup and growth.*
- C7.2 *Identify factors for business expansion.*
- C7.6 *Assess barriers to startup.*
- C8.0 *Understand financial planning, reports, and projections.*
- C8.1 *Identify startup costs.*
- C8.2 *Understand the relationship between supply and demand and pricing and production.*
- C8.3 *Research sources of capital.*
- C8.4 *Formulate pricing strategies for goods and services for a small business.*
- C8.5 *Project annual and monthly business income and expenses.*
- C8.6 *Calculate financial projection sales, income, expenses, and taxes.*

- C8.7 *Construct a financial plan.*
- C9.0 *Understand effective marketing of a small business.*
- 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.*
- C9.3 *Identify the selling techniques used to aid customers and clients in making buying decisions.*
- C9.4 *Understand how products and services are conceived, developed, maintained, and improved.*
- C9.5 *Use market research to develop strategies for marketing products or services in a small business.*
- C9.6 *Create an effective marketing plan including current social media, viral marketing, and other technologies.*
- C10.0 *Identify and evaluate technology used by entrepreneurs.*
- C10.1 *Examine the effect of technology in a small business for a multichannel approach.*
- C10.2 *Explore technology related to global commerce—cultural differences, foreign currencies, and logistics.*
- C11.2 *Identify government regulations (federal, state, and local) that affect small business.*

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.