

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT



Advanced Entrepreneurship

Board Approval Date: October 21, 2021	Course Length: 2 Semesters
Grading: A-F	Credits: 5 Credits per Semester
Proposed Grade Level(s): 10, 11, 12	Subject Area: Elective Elective Area (if applicable): Career Technical Education
Prerequisite(s): Entrepreneurship	Corequisite(s): N/A
CTE Sector/Pathway: Marketing, Sales & Service - Entrepreneurship/Self-Employment	
Intent to Pursue 'A-G' College Prep Status: Yes	
A-G Course Identifier: (g) College-preparatory elective	
Graduation Requirement: No	
Course Intent: District Course Program (if applicable): CTE	
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COURSE DESCRIPTION:

The Advanced Entrepreneurship course provides an emphasis on projects, activity based learning and practical application of Business knowledge. Students will apply learning from the prerequisite Entrepreneurship pathway course and advance into more in-depth and advanced knowledge from this course to progress through the process of investigating and planning a specific business. The culminating research project will include the presentation of an actionable business plan.

DETAILED UNITS OF INSTRUCTION:

Unit Number/Title	Unit Essential Questions	Examples of Formative Assessments	Examples of Summative Assessment
1. Small Business Ownership	What are the types of business structures and their legal and tax implications? What are the legal requirements to start a business? What additional legal considerations might affect an entrepreneur?	*Students will take notes on the risks and rewards of small business ownership *Students will review case studies and identify risks and rewards of ownership *Students will evaluate scenarios and determine what type of business ownership is being demonstrated	*Students will research and interview a small business owner and present to the class the business, type of business ownership, why this type of ownership is appropriate for the business, and how the risks and rewards affect the business owner and staff
2. Business Ideas	What are the risks & rewards of owning a business? How do you investigate and analyze new business ideas? What are the differences between starting a franchise, purchasing a business, and a start-up? What are the opportunities and/or pitfalls of going into a family business?	*Students will create a reference chart comparing the differences between the franchise, purchase, and start-up forms of getting into business ownership *Students will research family owned businesses and report to the class the opportunities and pitfalls they discovered	*Students will evaluate four different scenarios for starting a business. Based on a given profile of an entrepreneur, they will produce a report on the viability of each scenario, and offer a recommendation of the best option for the given entrepreneur to pursue
3. Starting a New Business: Plan, Plan, Plan	What is the importance of planning a new business? How are businesses funded? How are business locations determined? What is a Business Plan? What is a Marketing Plan? What is a Financial Plan?	*Students will list and explain the basic elements of a Business Plan *Students will list and explain the basic elements of a Marketing Plan *Students will list and explain the basic elements of a Financial Plan	*Given a scenario, students will create a Business plan, Marketing Plan, and a Financial Plan for a fictitious company
4. Marketing for a Small Business	What is market research and how is it used by entrepreneurs? What can a business learn from market analysis? How does a business determine their target	*Students will practice market analysis skills based on given scenarios *Students will determine target markets for local small businesses *Students will identify the	*Students will develop a business idea, and for that idea, conduct market analysis and identify the business's target market, and each of the 4Ps of the Marketing Plan

	<p>market?</p> <p>How does a small business apply the 4 Ps of Marketing?</p> <p>What is a SWOT Analysis, and how do businesses use it?</p>	4Ps of Marketing for given case studies	
5. Small Business Management	<p>What responsibilities does a manager of a small business have?</p> <p>What does a “Day in the Life” look like for small business owners?</p> <p>What is human resources and why is it important?</p> <p>What are operations in a business and what does it do?</p> <p>How are finances and record keeping completed?</p>	<p>*Students take notes on the various functions of a small business manager</p> <p>*Given a specific business, students identify the operational functions performed by the manager</p> <p>*Students role play Human Resource scenarios and issue resolutions</p> <p>* Students explain key financial statements and how to analyze them to make business decisions</p>	<p>*Students research and present to the class a Human Resources issue assigned them, and how to resolve the issue</p> <p>* Students produce graphic organizers identifying each function and the type of tasks that fall within that function, including examples from a local small business</p> <p>* Students review a company’s key financial statements and summarize what information can affect business decisions and how it affects the decisions for the business</p>
6. Putting it all Together: The Business Plan	<p>How does everything fit together into a business plan?</p>	<p>*Students work in groups to create the components of a Business Plan for a specific business</p> <p>*Students participate in guest speaker presentations and take notes on small business owners and their learnings when starting a business</p>	<p>*In groups, students finalize their Business Plan and presentation for a small business</p>

ESSENTIAL STANDARDS:

C3.7 Compare and contrast starting a new business versus buying an existing business.
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.
C7.5 Evaluate advantages and disadvantages of business locations.
C8.3 Research sources of capital.
C8.7 Construct a financial plan.
C9.1 Identify target markets, competition, and customer profiles.
C9.6 Create an effective marketing plan including current social media, viral marketing, and other technologies.
C11.1 Identify the role of human resources in selection, training, and evaluation of employees.

RELEVANT STANDARDS AND FRAMEWORKS, CONTENT/PROGRAM SPECIFIC STANDARDS:

Link to Common Core Standards (if applicable):

Educational standards describe what students should know and be able to do in each subject in each grade. In California, the State Board of Education decides on the standards for all students, from kindergarten through high school.

<https://www.cde.ca.gov/be/st/ss/documents/finalelaccsstandards.pdf>

Link to Framework (if applicable):

Curriculum frameworks provide guidance for implementing the content standards adopted by the State Board of Education (SBE). Frameworks are developed by the Instructional Quality Commission, formerly known as the Curriculum Development and Supplemental Materials Commission, which also reviews and recommends textbooks and other instructional materials to be adopted by the SBE.

Link to Subject Area Content Standards (if applicable):

Content standards were designed to encourage the highest achievement of every student, by defining the knowledge, concepts, and skills that students should acquire at each grade level.

<https://www.cde.ca.gov/ci/ct/sf/documents/ctescrpflyer.pdf>

<https://www.cde.ca.gov/ci/ct/sf/documents/mktsalesservices.pdf>

Link to Program Content Area Standards (if applicable):

Program Content Area Standards apply to programs such as International Baccalaureate, Advanced Placement, Career and Technical Education, etc.

<https://www.cde.ca.gov/ci/ct/sf/documents/mktsalesservices.pdf>

TEXTBOOKS AND RESOURCE MATERIALS:

Textbooks

Board Approved	Pilot Completion Date (If applicable)	Textbook Title	Author(s)	Publisher	Edition	Date
		<i>N/A</i>				

Other Resource Materials

DECA (Career Technical Student Organization), MBA Research & Curriculum Center

Supplemental Materials

Board approved supplemental materials (Including but not limited to: Film Clips, Digital Resources, Supplemental texts, DVDs, Programs (Pebble Creek, DBQ, etc.):

N/A