# Scope & Sequence

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| Course Name: Entrepreneurship **TSDS PEIMS Code:** 13034400 | | | **Course Credit:** 1.0  **Course Requirements:** This course is recommended for students in Grades 10-12.  **Prerequisite:** None.  **Recommended Prerequisites:** Principles of Business, Marketing, and Finance. |
| **Course Description:** In Entrepreneurship, students will gain the knowledge and skills needed to become an entrepreneur. Students will learn the principles necessary to begin and operate a business. The primary focus of the course is to help students understand the process of analyzing a business opportunity, preparing a business plan, determining feasibility of an idea using research, and developing a plan to organize and promote the business and its products and services. In addition, students will understand the capital required, the return on investment desired, and the potential for profit. | | | |
| **NOTE:** This is a suggested scope and sequence for the course content. This content will work with any textbook or instructional materials. If locally adapted, make sure all TEKS are covered. | | | |
| **Total Number of Periods**  **Total Number of Minutes**  **Total Number of Hours** | 175 Periods  7875 Minutes  131.25 Hours\* | \*Schedule calculations based on 175/180 calendar days. For 0.5 credit courses, schedule is calculated out of 88/90 days. Scope and sequence allows additional time for guest speakers, student presentations, field trips, remediation, extended learning activities, etc. | |
| **Unit Number, Title, and Brief Description** | **# of Class Periods\***  (assumes 45-minute periods)  Total minutes per unit | **TEKS Covered**  **130.384.(c) Knowledge and skills.** | |
| **Unit 1: Professional Standards and Skills for Entrepreneurship**  Students will begin the course by learning, reviewing, and discussing professional standards and necessary skills for entrepreneurship, including appropriate communication skills, effective critical thinking and problem-solving strategies, interpersonal skills, positive work ethic, integrity, and effective time-management. Students will further develop and demonstrate these skills and attributes throughout the course. In small groups and/or in other classroom activities, students will use appropriate technology to research and discuss skills and personal characteristics necessary they think are necessary for a successful career as an entrepreneur. As a culminating activity for the unit, students will review and discuss upcoming course assignments, projects, and due dates, and share examples of successful time-management strategies to plan their own time frame(s) for successful task completion of all course requirements. | 10 periods  450 minutes | (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:  (A) communicate effectively with others using speaking, listening, and writing skills;  (B) demonstrate collaboration skills through teamwork;  (C) demonstrate professionalism by conducting oneself in a manner appropriate for the profession and workplace;  (D) demonstrate a positive, productive work ethic by performing assigned tasks as directed;  (E) demonstrate integrity by choosing the ethical course of action and complying with all applicable rules, laws, and regulations;  (F) demonstrate time-management skills such as prioritizing tasks, following schedules, and tending to goal-relevant activities in ways that use time wisely and optimize efficiency and results. | |
| **Unit 2: Introduction to Entrepreneurship**  Students will be introduced to the nature of business and entrepreneurship as a vehicle for making money by creating wealth and producing goods and services for a profit in a free enterprise economy. Students will learn, define, and explain terms and vocabulary associated with business and entrepreneurship as well as participate in classroom activities and/or use appropriate technology to differentiate between different forms of business organizations, including sole proprietorships, partnerships, corporations, and joint ventures.  Students will also visit one or more local businesses, and then use appropriate technology and/or assigned materials to research and analyze issues involved with starting, running, taking over, or expanding a small business. Students will use diagrams, charts, and or brief presentations to present their findings and compare different ways a business’s products and services meet the needs of markets and specific consumers, and competitive advantages that make a business successful. Students will also review examples of company descriptions, and as a class, in small groups, or individually, write a company description for a new business.  Using Venn Diagrams or other graphic organizers, as well as appropriate technology and/or assigned materials, students will also explore and discuss the advantages and disadvantages of entrepreneurship as well as the various responsibilities they will carry as a business owner.  As a unit culminating activity, students will research, explore, and discuss examples of CTSO and/or other extracurricular student activities as well as why these activities and organizations might be useful to future entrepreneurs. Students will then prepare and effectively present a brief oral and/or written report on a CTSO or other extracurricular activity or organization they are willing to join or are already participating in, and why. | 15 Periods  675 Minutes | (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:  (G) demonstrate leadership skills by participating in career and technical student organizations.  (2) The student demonstrates an understanding of entrepreneurship and the entrepreneurial way of life. The student is expected to:  (A) clarify the terms entrepreneurship and entrepreneur;  (B) define small business; and  (C) analyze the advantages and disadvantages of entrepreneurship.  (3) The student visits local businesses and franchises to investigate business opportunities. The student is expected to:  (A) identify and analyze the four functions of a small business; and  (B) evaluate the issues involved with starting, taking over, or expanding an existing small business.  (5) The student explains the goal of a business and its unique proposition. The student is expected to:  (A) describe the nature of a business and list the marketplace needs that it satisfies;  (B) explain how a business's products and services meet the needs of the market;  (C) list the specific consumers, organizations, or businesses that a company targets or will target;  (D) explain the competitive advantages that make a business successful; and  (E) create a well-orchestrated company description.  (17) The student understands the importance of a business's social responsibility to society as it relates to shareholders, employees, customers, the community, and the environment. The student is expected to discuss the responsibility of business. | |
| **Unit 3: An Entrepreneurial Structure**  In this unit, students will first be provided with examples of business plans, organizational charts, outlines, resources, and templates for review and discussion. Local business owners, entrepreneurs, bankers, and others will be invited as guest speakers and mentors for this unit as well as throughout the course.  During this unit, small group and/or other classroom activities will be used to not only develop a business plan and an organizational chart, but also to peer review and discuss the plans and charts. Meetings with outside mentors will also be utilized if/as available. Students will apply active listening skills as well as provide constructive feedback as they listen to and appropriately speak with diverse individuals, and discuss and analyze their own and others’ business plans and organizational charts.  As a culminating activity for the unit, students will present and explain organizational charts and business plans to the class and invited guests. | 20 Periods  900 Minutes | (4) The student identifies the importance of a well-written business plan. The student is expected to:  (A) identify the need for and the characteristics of a well-orchestrated business plan;  (B) research business plan outlines, resources, and templates; and  (C) create and present a well-orchestrated business plan and critically explain the contents.  (6) The student explains and demonstrates how to meet the needs of a growing organization. The student is expected to:  (A) describe the role of operations and organization in a growing business; and  (B) create an organizational chart that defines the structure of a company. | |
| **Unit 4: Entrepreneurial Finance**  Accountants, bankers, bookkeepers, and others can be invited to be guest speakers and/or mentors for this unit and throughout the course. Students will also be provided with examples of financial plans, financial and accounting forms, and various types of financial statements to review as they learn financial and accounting functions and terms.  Guest speakers, appropriate technology, and assigned materials can also be utilized to assist students as they explore, discuss, and demonstrate the mathematics and financial procedures necessary for a successful career as an entrepreneur.  As a culminating activity for the unit, students will use appropriate technology and/or assigned materials to research costs involved in running their own business, prepare budgets, and create financial plans and projected financial statements based on their research. Students will demonstrate their understanding of their results and of financial terms and forms in brief presentations to the class and/or invited mentors/guests. | 20 Periods  900 Minutes | (7) The student explains investment and financial resources to achieve business goals and objectives. The student is expected to:  (A) determine the financial plan, including financial requirements and sources of financing;  (B) explain the idea of a growth strategy, including horizontal and vertical growth strategies; and  (C) explain the idea of an exit strategy, including selling a business, going public, and liquidating a business.  (8) The student demonstrates and explains financial and accounting terms and forms. The student is expected to:  (A) explain and define basic accounting functions and terms, including assets and types of assets, cash, accounts receivable, fixed, liquid, illiquid, and inventory goods on hand;  (B) identify liabilities and types of liabilities such as accounts payable, long-term debt, and short-term debt;  (C) calculate owner's equity or net worth;  (D) evaluate a balance sheet understanding the balance sheet equation (A = L + OE);  (E) analyze profit and loss statements;  (F) evaluate revenues and types of revenues;  (G) determine expenses and types of expenses;  (H) analyze alternative accounting and internal accounting controls;  (I) discuss the importance of budgeting and cash flow;  (J) use common accounting forms to demonstrate an understanding of their functions and results;  (K) analyze the impact of specialization and division of labor on productivity;  (L) explain the impact of the law of diminishing returns; and  (M) create projected financial statements. | |
| **Unit 5: Product Planning and Vendor Connections**  Students will use appropriate technology and/or assigned materials to research product planning and potential vendors who match the entrepreneurial ventures being developed/discussed. Students will work together in small groups or in other classroom activities to explain why choosing appropriate vendors, understanding ethical decision-making, and establishing relationships is vital for entrepreneurial success.  As a culminating project for the unit, students will use diagrams, charts, technology tools, and/or brief reports to present explanations of supply chain management, product-mix strategies, product planning, purchasing cycles, business ethics, and legal responsibilities. These and other unit topics can be assigned or student-selected at the instructor’s discretion. | 20 Periods  900 Minutes | (10) The student understands the importance of product management and how it meets the needs of the customer. The student is expected to:  (A) explain product management;  (B) describe supply chain management; and  (C) create product-mix strategies, including branding elements and extended product features, to meet customer needs.  (13) The student knows elements and processes of product planning. The student is expected to:  (A) explain the nature and scope of product planning;  (B) define the term product mix; and  (C) identify stages of the product life cycle for business products.  (15) The student knows that purchasing usually occurs in a continuous cycle. The student is expected to:  (A) demonstrate the process of selecting suppliers and sources; and  (B) analyze and discuss selection of goods and services based on operational needs.  (18) The student understands business ethics and legal responsibilities. The student is expected to:  (A) explain ethical actions in business operations, including ethical considerations in providing information, confidential information, and information appropriate to obtain from a client or another employee; and  (B) manage internal and external business relationships to foster positive interactions by explaining the nature of human resources and workplace regulations, discussing employment relationships, and analyzing the impact of ethical decisions. | |
| **Unit 6: Distribution**  Students will be provided with concrete, “real-world” examples of effective distribution and transportation systems to review and discuss. Distributors, warehouse managers, transportation experts, and others can also be invited to be guest speakers and/or mentors for this unit and throughout the course.  Students will use appropriate technology and/or assigned materials to research and explain how a distribution system for a specific business works, and how different distribution strategies can affect costs. In small groups and/or other classroom activities, students will create diagrams that show an effective distribution system.  As a culminating project for the unit, students will use technology tools and/or brief oral or written reports to demonstrate an understanding of unit topics such as appropriate forms of transportation for different businesses, storage considerations for different types of products, product handling, inventory control, and/or costs associated with distribution. These topics can be instructor-assigned or student-selected. | 15 periods  675 minutes | (22) The student knows the scope and nature of distribution. The student is expected to:  (A) define effective channels of distribution strategies, including activities associated with transportation, storage, product handling, and inventory control;  (B) explain how distribution can add value to goods, services, and intellectual property; and  (C) determine costs associated with distribution | |
| **Unit 7: Pricing Strategies**  Bankers, local entrepreneurs, and credit counseling agencies, as well as other experts, can be invited to be guest speakers and/or mentors for this unit. Students will also be provided with concrete examples of types of consumer credit to review as they learn about the types of consumer credit a business might offer, the risks and benefits to entrepreneurs when accepting and extending credit, and how the use of credit can affect profit.  Students will also use appropriate technology and/or assigned materials to learn about pricing policies, objectives, and strategies. In small groups and/or other classroom activities, students will use Venn Diagrams and/or other graphic organizers and charts to compare and contrast pricing policies for a small business and recommend appropriate pricing strategies. Students will apply active listening skills as well as provide constructive feedback as they listen to and appropriately discuss pricing strategies.  As a culminating project for the unit, students will use technology tools and/or brief oral or written presentations to demonstrate how to calculate prices, markups, and discounts for various products and businesses. | 20 Periods  900 Minutes | (9) The student knows the effects of credit on price and profit. The student is expected to:  (A) identify types of consumer credit;  (B) recommend types of consumer credit a business might offer;  (C) explain the risks and benefits to entrepreneurs when accepting and extending credit; and  (D) describe how credit affects profit and the negotiated price.  (11) The student knows that pricing has policies, objectives, and strategies. The student is expected to:  (A) develop and analyze pricing objectives;  (B) compare and contrast pricing policies for an entrepreneurial venture; and  (C) recommend appropriate pricing strategies.  (12) The student knows the importance of managing the pricing structure. The student is expected to:  (A) communicate the differences among pricing structures for goods, services, and ideas;  (B) develop a pricing structure for an entrepreneurial venture; and  (C) demonstrate how to calculate prices, markups, and discounts. | |
| **Unit 8: Marketing**  In this project-based unit, students will participate in mock or real market research and market analysis, and then create a marketing plan based on their research and analysis. Students will be provided with templates and examples as well as a rubric that explains project requirements. Projects will include an explanation of successful marketing, evaluation strategies, the benefits and limitations of their research and analysis, and examples of promotional materials.  After the projects have been completed, students will conduct a SWOT (strengths, weaknesses, opportunities, and threats) analysis for as many projects as time permits. | 20 Periods  900 Minutes | (14) The student knows the process for development, implementation, and evaluation of a marketing plan. The student is expected to:  (A) explain how market penetration strategies contribute to successful marketing;  (B) apply evaluation strategies to determine the effectiveness of market penetration strategies;  (C) illustrate the concept of promotional mix;  (D) use appropriate technology to create promotional materials;  (E) apply evaluation strategies to determine promotional campaign effectiveness;  (F) describe the development of a sales force; and  (G) apply evaluation strategies to determine the effectiveness of sales activities.  (23) The student knows that marketing research is a specific inquiry to solve a problem. The student is expected to:  (A) identify benefits and limitations of marketing research;  (B) identify components of the marketing research process;  (C) explain how to use the marketing research process in order to identify industry trends and potential markets, analyze demand, forecast sales, and make other decisions; and  (D) identify sources of primary and secondary data.  (24) The student knows the process of collecting marketing information to facilitate decision making. The student is expected to:  (A) conduct a market analysis;  (B) use appropriate technology to obtain information about the industry, customer, and competition; and  (C) conduct an analysis of strengths, weaknesses, opportunities, and threats. | |
| **Unit 9: Legal Aspects of Entrepreneurship**  Attorneys, judges, paralegals, and other legal representatives and experts can be invited to be guest speakers and/or mentors for this unit. If available, students will be paired or grouped with a legal representative to better understand what is needed to legally start and run a business. Mentors should be provided with a list of the unit TEKS. The culminating activity will be a student-written summary of the essential elements, which will then be presented in class.  If mentors/advisors are not available, students will work together in small groups and/or in classroom activities to research and identify business laws, requirements, and regulations, legally binding contracts, debtor-creditor relationships, and environmental laws that pertain to business. Students will also use or create diagrams and/or charts to explain legal procedures and identify and explain basic torts. | 20 Periods  900 Minutes | (19) The student acquires foundational knowledge of business laws and regulations to understand their nature and scope. The student is expected to:  (A) identify the legal issues affecting businesses; and  (B) investigate the impact of the legal issues.  (20) The student explains the civil foundations of the legal environment of business to demonstrate knowledge of contracts. The student is expected to:  (A) identify the basic torts relating to business enterprises; and  (B) describe the nature of legally binding contracts.  (21) The student explores the regulatory environment of business to understand the diversity of regulations. The student is expected to:  (A) describe the nature of legal procedure;  (B) discuss the nature of debtor-creditor relationships;  (C) explain the nature of agency relationships;  (D) discuss the nature of environmental law;  (E) identify the role of administrative law; and  (F) identify regulatory requirements affecting a business. | |
| **Unit 10: Risks Involved in Entrepreneurship**  Local entrepreneurs and business owners as well as business managers and executives can be invited to be guest speakers and/or mentors for this unit.  Students will research specific examples of each category of business risks: human, natural, and economic. Once identified, students will then discuss strategies to overcome and/or protect businesses against these risks. Students will also research and identify potential security risks and risk-management strategies as well as health, safety, and worker welfare regulations.    As a culminating activity for the unit, students will employ critical-thinking skills as they participate in classroom activities and/or decision-making scenarios/role plays that involve business risks and how to plan for them.  If time permits, as a course culminating activity, students can also present their entrepreneurial ideas and potential future business start-ups. | 15 periods  675 minutes | (16) The student knows that entrepreneurial risk is the possibility of loss or failure. The student is expected to:  (A) categorize business risks such as human, natural, and economic;  (B) classify business risks as pure or speculative, controllable or uncontrollable, and insurable or uninsurable;  (C) explain security precautions and health, safety, and worker welfare regulations; and  (D) analyze examples of business risks to recommend and defend risk-management strategies. | |