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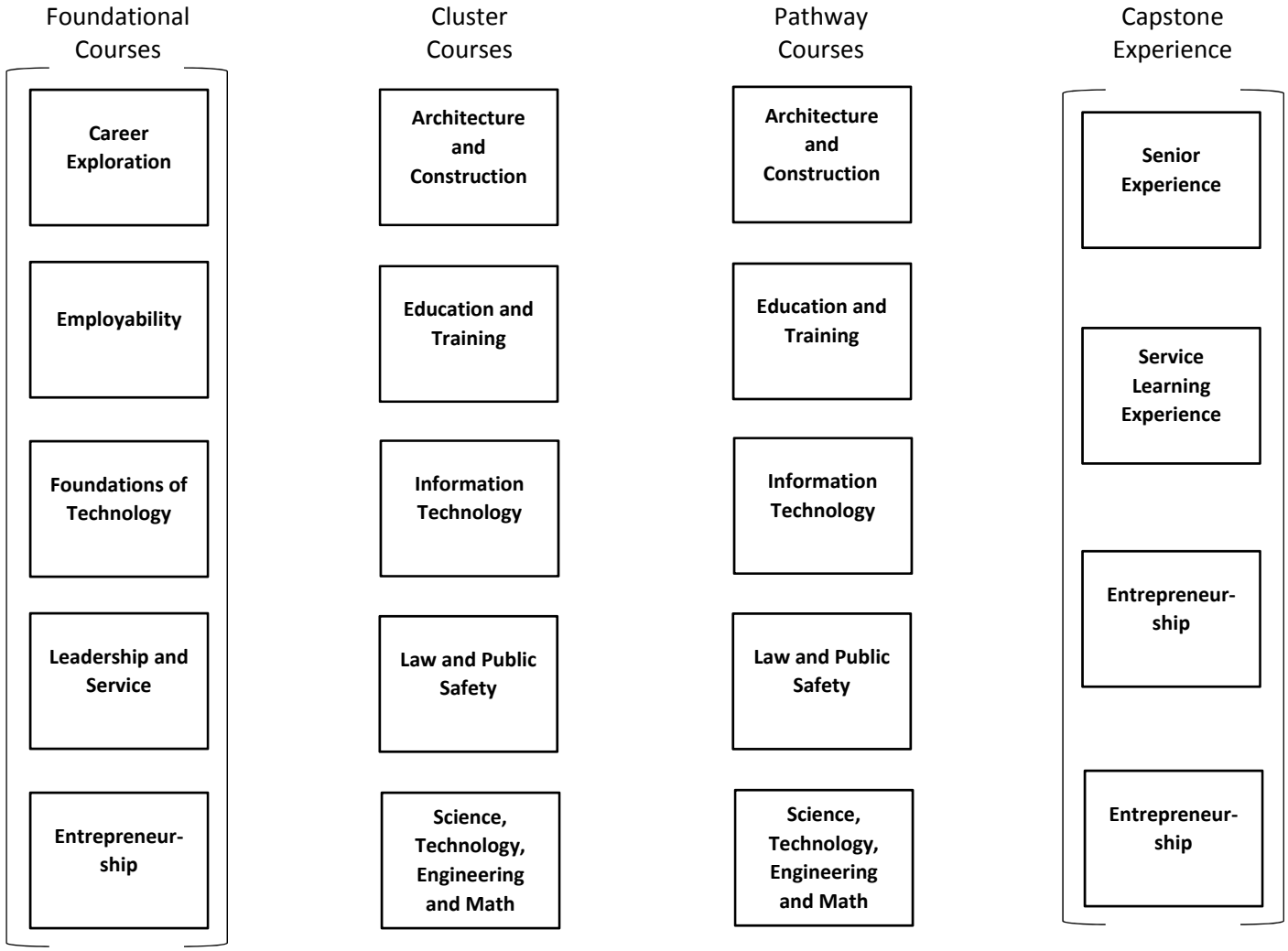
Foundational Courses – Pathways



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Career Exploration

Career Cluster	All
Course Code	80023
Prerequisite(s)	None
Credit	.5
Program of Study and Sequence	Foundation Course, cluster courses, pathway courses, capstone activity
Student Organization	All
Coordinating Work-Based Learning	Tour(s) of local businesses, post-high school options, job shadowing
Industry Certifications	None
Dual Credit or Dual Enrollment	No
Teacher Certification	All certified teachers or certified school counselors
Resources	SD MyLife; SD Department of Labor; onetonline.org (O*Net)

Course Description:

Career Exploration is an exploratory course that helps students identify their skills and interests while also providing direction towards possible career choices within the sixteen career clusters. This course will help students develop personal learning plans/career learning plans through experiential learning and hands on activities.

Program of Study Application

Career Exploration is a foundation course that is intended to precede further studies at the career cluster and career pathway levels.

Course Standards

Indicator # CE 1 Identify personal aptitudes, abilities, strengths, talents and weaknesses

Webb Level	*Sub-indicator*	*Integrated Content*
Three Strategic Thinking	CE 1.1 Develop an understanding of self Examples: • Complete a personality assessment • Identify personal values and motivators • Identify personal learning styles • Identify personal aptitudes, abilities, strengths, talents and weaknesses	
Three Strategic Thinking	CE 1.2 Recognize the relationship between personal attributes and choosing a career Examples: • Assess how a career will affect personal lifestyle preference • Explain the importance of determining personal ability and how it affects choosing a career path	

Notes:

Indicator # CE 2 Investigate the knowledge and skills associated with the career clusters

Webb Level	*Sub-indicator*	*Integrated Content*
Two Skill/Concept	CE 2.1 Locate, identify, research and interpret career information Examples: • Use SD MyLife to research career clusters, job outlooks, and training/education requirements • Locate and utilize labor market data (e.g., O*Net) • Understand the role of advancement within a career path including salaries at entry level, after five years' experience, after fifteen years' experience, etc. • Identify employment trends and unknown factors that can affect personal career plans	
Two Skill/Concept	CE 2.2 Compare and contrast characteristics of various careers Examples: • Research the geographic demands/limitations for careers of interest (e.g., becoming a marine biologist in the Midwest) • Identify work schedules, organizational cultures, and workplace environments typical of various careers (e.g., work-from-home, shift work, travel, customer interaction, etc.) • Investigate opportunities for career advancement	
Two Skill/Concept	CE 2.3 Compare and contrast education/training requirements for employment in various industries Examples: • Identify skill requirements and expectations for a license or certification • Compare and contrast time commitments required for different education/training options (e.g., military, technical school, university, on-the-job-training, apprenticeship, etc.) • Compare and contrast costs required for different education/training options (e.g., military, technical school, university, on-the-job-training, apprenticeship, etc.)	

Notes:

Indicator # CE 3 Explore relevant factors that impact success and satisfaction in careers

Webb Level	*Sub-indicator*	*Integrated Content*
Three Strategic Thinking	CE 3.1 Formulate relevant criteria for choosing a career Examples: • Discuss time-to-career-start, financial reward, prestige, and other career considerations • Assess the relative income and benefits of a possible career goal with respect to personal goals and lifestyle (e.g. utilizing SD Department of Labor and Regulation 'Reality Check') • Discuss how personally relevant criteria may conflict and compromise with different career paths (e.g., on-call surgeon missing kids' soccer games) • Explain how a career: identifies a person, determines lifestyle, provides security, builds self-esteem, promotes social interaction, provides opportunity for accomplishment, and provides mental or physical outlet • Determine opportunity cost over a lifespan for achieving a personal career goal • Reverse job search: find a job that fits a career goal, and investigate the requirements and preferences to qualify for the job	
Four Extended Thinking	CE 3.2 Investigate and make connections relevant to areas of interest Examples: • Connect with local businesses in a career cluster of interest • Connect with post-high school resources • Identify and grow personal network strengths (e.g., family connections in a career of interest, volunteer experience in a field of interest) • Tour local businesses or take a field trip to a technical school or university • Describe the interaction of relevant information for a career path of interest	

Notes:

Indicator # CE 4 Develop a personal learning plan

Webb Level	*Sub-indicator*	*Integrated Content*
One Recall	CE 4.1 Explain the value and importance of a personal learning plan Examples: • Explain how career planning can impact time, energy, and money	
Four Extended Thinking	CE 4.2 Develop an educational plan Examples: • Create an academic plan based on career of interest • Develop a plan of action outlining a progressive transition towards a chosen career pathway	
Three Strategic Thinking	CE 4.3 Investigate experiential learning opportunities aligned with a personal learning plan Examples: • Job shadowing, internships, part-time jobs • Career focus camps, volunteer activities • Clubs and organizations	
Four Extended Thinking	CE 4.4 Explore possible barriers to a personal learning plan Examples: • Demonstrate understanding of the changing workplace due to changes in the economy and technology • Demonstrate understanding of how conflict and compromise can impact a career plan • Explain how distracters and barriers can hinder an individual from completing plans	
Four Extended Thinking	CE 4.5 Begin creating a career portfolio Examples: • Organize relevant career research • Create a career development portfolio in SD MyLife • Include industry certification from later courses • Create a personal learning plan	

Notes:

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Employability

Career Cluster	Foundational Courses - Employability
Course Code	22152
Prerequisite(s)	No
Credit	.5
Program of Study and Sequence	No
Student Organization	FCCLA, FFA, HOSA, DECA, Skills USA, FBLA
Coordinating Work-Based Learning	Job shadowing, Internships
Industry Certifications	NCRC
Dual Credit or Dual Enrollment	None
Teacher Certification	All certified teachers or certified school counselors
Resources	SD Mylife, BLS, ONet Online

Course Description:

Employability skills are fundamental to creating an employable individual. Students must have skills and knowledge necessary to understand the factors that contribute to life-long work success. These standards are designed to provide students with foundational knowledge to promote successful transition from school to career.

Program of Study Application

Employability is a foundation course that is intended to precede further studies at the career cluster and career pathway levels.

Career Cluster: Foundational Courses

Course: Employability

Course Standards

Indicator # E 1 Evaluate positive work behaviors and personal qualities.

Webb Level	*Sub-indicator*	*Integrated Content*
One Recall	E 1.1 Identify personal qualities and aptitudes	
Two Skill/Concept	E 1.2 Generalize positive work qualities • Apply media and technology appropriately • Demonstrate ethical decision making and social responsibility	• Independent work, time management, problem solving, critical solving, initiative • Work attire
Three Strategic Thinking	E 1.3 Analyze appropriate self-management skills as related to specific work environment • Identify and evaluate your digital footprint • Understand the role of the criminal background check • Prioritize and make decisions • Conduct a credit check	• Digital foot print

Notes:

Career Cluster: Foundational Courses

Course: Employability

Indicator # **E 2: Demonstrate skills to seeking and successfully securing employment**

Webb Level	*Sub-indicator*	*Integrated Content*
Two Skill/Concept	E 2.1 Investigate sources to identify employment opportunities • Compare strengths and weaknesses to the job requirements • Develop a social media presence	• Conduct a job search
Three Strategic Thinking	E 2.2 Analyze and create relevant employment documents • Prepare resumes, cover letters, reference lists, follow-up letters	
Four Extended Thinking	E 2.3 Demonstrate effective interview skills for employment • Understand the importance of researching the employer before the interview • Identify and prepare relevant questions for the employer • Communicate and demonstrate the importance of interview attire • Be aware of behavioral based interview styles • Practice multiple interview methods	• Verbal and non-verbal communication
One Recall	E 2.4 Identify the role of networking in preparing for employment	

Notes:

Career Cluster: Foundational Courses

Course: Employability

Indicator # E 3 Demonstrate effective workplace communication.

Webb Level	*Sub-indicator*	*Integrated Content*
One Recall	E 3.1 Recognize different means of communication in the workplace	
Four Extended Thinking	E 3.2 Demonstrate effective communication in the workplace using appropriate methods • Face-to-face, verbal, written, electronic • Informal vs. formal • Telephone etiquette • E-mail etiquette	• Effective oral and written communication and listening skills.

Notes:

Career Cluster: Foundational Courses

Course: Employability

Indicator # E 4 Generalize employer and employee responsibilities toward each other

Webb Level	*Sub-indicator*	*Integrated Content*
Two Skill/Concept	E 4.1 Research employers' responsibilities	
Four Extended Thinking	E 4.2 Demonstrate understanding of employability skills needed to maintain employment • Accountability • Responsibility • Time management • Communication • Initiative • Appearance	

Notes:

Career Cluster: Foundational Courses

Course: Employability

Indicator # E 5 Make connections between educational choices and employment options.

Webb Level	*Sub-indicator*	*Integrated Content*
Two Skill/Concept	E 5.1 Develop post-secondary plans related to individual goals • Applications & scholarships • Plans of study • Financial aid	
Four Extended Thinking	E 5.2 Apply employability concepts through experiential learning • Job Shadow • Internship • Volunteer experience • Service Learning	
Three Strategic Thinking	E 5.3 Compare postsecondary options to determine alignment with abilities, lifestyle and goals	

Notes:

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Foundations of Technology

Career Cluster	Foundational Course - Foundations of Technology
Course Code	10004
Prerequisite(s)	NA
Credit	.5 or 1.0
Program of Study and Sequence	Suggested foundational course for all 16 Career Clusters
Student Organization	All
Coordinating Work-Based Learning	None
Industry Certifications	Introduction that may lead to Cisco or MOUS certification
Dual Credit or Dual Enrollment	None
Teacher Certification	K-12 Educational Technology
Resources	

Course Description:

The student will learn to identify the general usage of technology, software, and applications. Utilizing that knowledge, this course will cover topics such as, but not be limited to, word processing, spreadsheets, presentations, operating systems, Internet browsers, search engines, databased, preventive maintenance and security, digital literacy, netiquette and citizenship. This course expands the student's skills, knowledge and confidence in various forms of software platforms and applications (e.g. PC, Mac, Google Apps, smart phone, apps, etc.)

Program of Study Application

Foundations of Technology is a foundation course that is intended to precede further studies at the career cluster and career pathway levels.

Course Standards

Indicator # FT 1 Create and format word processing documents for a variety of personal and work applications

Webb Level	*Sub-indicator*	*Integrated Content*
Two Skill/Concept	FT 1.1 Modify and manipulate paragraphs and paragraph formatting Examples: • Apply paragraph and section shading • Use text flow options such as keeping lines together • Sort list, paragraphs, and tables • Change line spacing • Reveal the formatting	
Two Skill/Concept	FT 1.2 Use tables to enhance documents Examples: • Create and modify worksheets in a table • Select and perform calculations in a table • Move a table	
Two Skill/Concept	FT 1.3 Customize document formatting Examples: • Use the auto-text feature • Create a header or footer • Create or revise footnotes and endnotes • Create a watermark • Format the first page differently than the subsequent pages • Insert page numbers	
Two Skill/Concept	FT 1.4 Create a mail merge document Examples: • Create a main document • Create a data source • Sort records to be merged • Merge main documents and data sources • Merge a document by using alternate data sources	

Two Skill/Concept	FT 1.5 Create and use features of word processing software Examples: • Insert a field • Create, apply, and edit macros • Copy, rename, and delete macros • Create and modify a form control • Use text alignment features with graphics • Customize toolbars	
Two Skill/Concept	FT 1.6 Format characters Examples: • Change the font, size, look of the text • Format with format painter • Insert symbols and special characters • Use AutoComplete • Highlight text • Insert the date and time	
Two Skill/Concept	FT 1.7 Use Help features Examples: • Use the help feature to format text, format documents, and convert elements (e.g. table to text)	

Notes:

Indicator # FT 2 Create and format spreadsheets for a variety of personal and work applications

Webb Level	*Sub-indicator*	*Integrated Content*
Two Skill/Concept	FT 2.1 Format a spreadsheet to enhance its appearance Examples: • Preview a spreadsheet • Change cell dimensions • Insert and delete cells • Add borders and shading to cells • Customize print jobs • Use the spell check feature • Use the undo and redo feature • Sort data • Create a list • Find and replace data in a spreadsheet	
Two Skill/Concept	FT 2.2 Insert formulas into a worksheet to enhance its functionality Examples: • Use the auto sum function • Write formulas with mathematical operators • Use absolute and mixed cell references in a formula	
Two Skill/Concept	FT 2.3 Manipulate data within and between workbooks Examples: • Move, copy, and paste data into cells • Create a workbook with multiple worksheets • Work and print within a range • Change worksheet names	
Two Skill/Concept	FT 2.4 Create charts within a spreadsheet to represent data graphically Examples: • Create and format a chart • Delete a chart • Size and resize a chart to move • Change data in the cells of a chart	

Notes:

Indicator # FT 3 Create and format professional presentations

Webb Level	*Sub-indicator*	*Integrated Content*
Two Skill/Concept	FT 3.1 Create a presentation using presentation software Examples: • Plan a presentation • Create and save a presentation • View and print a presentation • Add transitions and sound effects • Prepare a presentation in the outline/slides pane	
Two Skill/Concept	FT 3.2 Modify a presentation Examples: • Edit slides • Complete a spell check • Use the thesaurus • Organize slides	
Two Skill/Concept	FT 3.3 Add visual appeal and animation to a presentation Examples: • Use the format buttons on the drawing toolbar • Display the ruler, guidelines, and grid lines • Insert images in a presentation • Add animation effects to a presentation	

Two Skill/Concept	FT 3.4 Add visual elements to a presentation Examples: • Create organizational charts and diagrams • Create a table • Add sound and video	
Two Skill/Concept	FT 3.5 Share and present professional presentations Examples: • Copy and paste data in a presentation • Import data into a presentation • Set automatic times for slides • Exhibit presentation etiquette • Engage audience	

Notes:

Indicator # FT 4 Demonstrate and communicate an understanding of an operating system's file management system

Webb Level	*Sub-indicator*	*Integrated Content*
Two Skill/Concept	FT 4.1 – Use an operating system's file manager to navigate using various methods to different locations and manage files Examples: • Open a file on the desktop and save it to a network location • Cut and paste a file from the default browser save location to a cloud storage location. • Use shortcut keys to copy and paste a file • Orient two documents so they both take half the screen • Show hidden files	
Three Strategic Thinking	FT 4.2 – Manipulate the operating system's built-in search features Examples: • Employ built-in search to find specific file type	

Notes:

Indicator # FT 5 Manage administrative features of an operating system

Webb Level	*Sub-indicator*	*Integrated Content*
Two Skill/Concept	FT 5.1 – Demonstrate knowledge of features in the operating system Examples: • Change accessibility options • Change resolution of computer • Change audio settings • Change power options • Terminate a program using task manager • Use shortcut keys	Some features may look different across platforms (e.g. Mac, Windows, etc.)
Three Strategic Thinking	FT 5.2 – Analyze operating system capabilities and restrictions Examples: • Compare operating system capabilities • Compare operating system restrictions	

Notes:

Indicator # FT 6 Distinguish and apply key elements of Internet browsers and search engines

Webb Level	*Sub-indicator*	*Integrated Content*
Two Skill/Concept	FT 6.1 – Demonstrate advanced search techniques within a search engine Examples: • Utilize Boolean logic • Compare search phrases • Identify specific domain (e.g. .gov, .edu, .org) • Recognize international domains	
Two Skill/Concept	FT 6.2 – Analyze different search engines Examples: • Compare various search engines • Communicate an understanding of clustering • Understand the purpose of real time • Utilize directory sites	
Two Skill/Concept	FT 6.3 – Evaluate different Internet browsers Examples: • Compare features of various Internet browsers (e.g. customization, rendering speed, add-on capabilities) • Assess validity and quality of Internet browsers	

Notes:

Indicator # FT7 Understand how to create a database table and forms using database software.

Webb Level	*Sub-indicator*	*Integrated Content*
Two Skill/Concept	FT 7.1 – Create a database table Examples: • Enter and modify data in a table • Print a database table • Organize and maintain data in the table	
Two Skill/Concept	FT 7.2 – Create relationships between database tables Examples: • Create related tables • Display related records in a sub datasheet	
Two Skill/Concept	FT 7.3 – Perform queries and filter records Examples: • Design a query with aggregate functions • Create and find duplicates query • Create an unmatched query • Filter data in the query	
Two Skill/Concept	FT 7.4 – Create forms in the database Examples: • Create a form • Create a form in design view	
Two Skill/Concept	FT 7.5 – Create reports in the database Examples: • Create a report • Create a form in report view	

Notes:

Indicator # FT 8 Demonstrate an understanding of computer preventive maintenance and security

Webb Level	*Sub-indicator*	*Integrated Content*
Two Skill/Concept	FT 8.1 – Demonstrate various methods of backing up files using different options Examples: • Create a backup of a file by saving an additional copy of the file to flash drive • Export 'Bookmarks' or 'Favorites' to external drive	
Two Skill/Concept	FT 8.2 – Conduct Internet browser maintenance Examples: • Clear the browser cache • Reset a browser to the default configuration • Add and remove extensions from a browser • Change homepage of browser	
Two Skill/Concept	FT 8.3 – Explain the importance of antivirus software Examples: • Initiate an antivirus scan • List different antivirus options • Explain the importance of software and operating system updates	
Two Skill/Concept	FT 8.4 – Communicate an understanding of the importance of password creation and management Examples: • Use different and complex passwords for different websites • Use a password manager to securely save passwords	

Notes:

Indicator # FT 9 Develop digital literacy, netiquette and citizenship skills

Webb Level	*Sub-indicator*	*Integrated Content*
Three Strategic Thinking	FT 9.1 – Demonstrate an understanding of the importance of privacy and security within relevant technological tools Examples: • Install an appropriate and applicable firewall for Internet security • Compare various computer/smart phone applications that utilize privacy and security methods	
Three Strategic Thinking	FT 9.2 - Analyze the effect of technology on relationships and communication Examples: • Create a personal cyberbullying statement • Investigate present day legal cases concerning Internet crimes • Communicate an understanding of netiquette • Create a professional email • Create and communicate application of an avatar	
Three Strategic Thinking	FT 9.3 - Demonstrate the complexity of safe, legal and responsible creation of digital footprints and reputations Examples: • Determine the most appropriate strategy to create a positive self-image and identity • Communicate professional methods that are advised for an appropriate digital footprint	
Three Strategic Thinking	FT 9.4 - Follow ethical and legal guidelines in gathering and using digital information and applications Examples: • Develop a digital code of ethics • Investigate the legal aspects of creating and citing digital information	
Three Strategic Thinking	FT 9.5 Effectively decipher reliable information on the web • Wikipedia references • Believe everything you read online • Reliable resources	

Notes: Other things to include: Outlook component (students use K12 email), Pivot Table component (tools of business)

Integrated content: keyboarding, appropriate text for online, word, documents, notes

Leadership and Service

Career Cluster	Foundational
Course Code	22150
Prerequisite(s)	No
Credit	.5
Program of Study and Sequence	Foundation course
Student Organization	SkillsUSA, FBLA, FFA, HOSA, FCCLA, DECA
Coordinating Work-Based Learning	Field Trips, mentorships
Industry Certifications	National Career Readiness Certificate
Dual Credit or Dual Enrollment	No
Teacher Certification	All certified CTE teachers
Resources	http://nylc.org/standards, ASCA National Standards

Course Description:

Students will be able to identify leadership characteristics, practice teamwork, and improve their use of soft skills while in the workplace or in environments which strengthen the community.

Program of Study Application

Leadership and Service is a foundation course that is intended to precede further studies at the career cluster and career pathway levels.

Career Cluster: Foundational Courses

Course: Leadership and Service

Course Standards

Indicator # LS 1 Investigate skills for leadership in the workplace and community.

Webb Level	*Sub-indicator*	*Integrated Content*
Two Skill/Concept	LS 1.1 Examine characteristics, leadership styles, and habits of leaders • Develop a list of characteristics of effective and ineffective leaders. • Select a leader that you admire and write a biographical sketch that describes the leadership characteristics, style, and habits of that person. • Analyze personal leadership characteristics, styles, and habits, and how these differ in a face-to-face versus a virtual workplace.	
Two Skill/Concept	LS 1.2 Demonstrate understanding of organizational structure and meeting protocol • Conduct an effective business meeting • Produce appropriate meeting reports • Use social media to lead a meeting	
Two Skill/Concept	LS 1.3 Compare and apply strategies for management of self and/or teams • Perform a personal goal setting exercise • Participate in team building activities	
Two Skill/Concept	LS 1.4 Define the importance of being a good follower	
Three Strategic Thinking	LS 1.5 Determine how career and technical student organizations can provide leadership and service experiences	

Notes:

Indicator # LS 2 Demonstrate standards of effective communication.

Webb Level	*Sub-indicator*	*Integrated Content*
Two Skill/Concept	LS 2.1 Use effective oral and written communication techniques • Develop and deliver an oral presentation on a topic of interest to a specific group. • Compose a professional email. • Leave a professional voicemail.	

Notes:

Indicator# LS 3 Summarize standards of behaviors in leadership situations

Two Skill/Concept	LS 3.1 Develop social skills in a professional setting • Demonstrate proper eating etiquette through participation in a dining experience. • Illustrate appropriate dress for specific situations. • Use technology to illustrate a professional image.	
Two Skill/Concept	LS 3.2 Practice standards of professional communication • Develop and deliver an oral presentation on a topic of interest to a specific group. • Compose a professional email and leave a professional voicemail.	
Two Skill/Concept	LS 3.3 Summarize standards of ethical behavior in leadership situations • Recognize how ethical standards affect various organizations.	
Two Skill/Concept	LS 3.4 Categorize skills and behaviors that contribute to success in the workplace • Discuss how personal character traits impact work relationships. • Interview employers on their views related to intra-office relationships.	
Two Skill/Concept	LS 3.5 Examine appropriate use of social media in personal and professional settings • Identify different types of social media, and list purposes and risks involved with each.	

Three Strategic Thinking	LS 3.6 Demonstrate understanding of career and technical student organizations and their roles in preparing future leaders • Prepare a presentation on a career and technical student organization. • Organize a class mini chapter for a career and technical student organization. • Develop a Program of Work appropriate for a career and technical student organization. • Plan, implement and evaluate activities from an organization's program of work	

Notes:

Indicator # LS 4 Understand the importance of diversity and mutual respect.

Webb Level	*Sub-indicator*	*Integrated Content*
One Recall	LS 4.1 Identify different points of view to gain understanding of multiple perspectives	
Two Skill/Concept	LS 4.2 Develop interpersonal skills in conflict resolution and group decision-making	
Two Skill/Concept	LS 4.3 Recognize stereotypes and explain their possible effects • Bring in speakers with diverse backgrounds	

Notes:

Entrepreneurship

Career Cluster	Foundational Course - Entrepreneurship
Course Code	12053
Prerequisite(s)	NA
Credit	1.0
Program of Study and Sequence	Suggested foundational course for all 16 Career Clusters
Student Organization	DECA, FBLA , FCCLA, FFA, HOSA, SkillsUSA, FEA
Coordinating Work-Based Learning	None
Industry Certifications	None
Dual Credit or Dual Enrollment	None
Teacher Certification	Business Education, FACS Education, Marketing Education
Resources	

Course Description:

Entrepreneurship education prepares students to carry out the entrepreneurial process and experience the entrepreneurial spirit. Developing an innovative idea is one of the first steps of a successful business.

Program of Study Application

Entrepreneurship is a foundation course that is intended to precede further studies at the career cluster and career pathway levels.

Course Standards

Indicator # ENT 1 Summarize the skills and characteristics necessary to be a successful entrepreneur

Webb Level	*Sub-indicator*	*Integrated Content*
Two Skill/Concept	ENT 1.1 Demonstrate an understanding of the importance of entrepreneurship in a global society Examples: • Compare the costs and benefits of choosing to become an entrepreneur • Compare types of ownership • Compare risks and rewards of owning a business • Conduct interviews with entrepreneurs • List essential factors needed to choose type of business to start	
Two Skill/Concept	ENT 1.2 Demonstrate an understanding of entrepreneur characteristics Examples: • Identify personal characteristics • Identify and develop personal goals and capabilities to determine entrepreneurial potential • Identify desirable and undesirable entrepreneurial traits • Identify necessary entrepreneurial skills • Compare entrepreneurial spirit, innovation, and creativity • Compare advantages and disadvantages of entrepreneurship	
Two Skill/Concept	ENT 1.3 Compare entrepreneurial spirit, innovation, and creativity Examples: • Collect and display entrepreneurial innovative product or service • Modify a creative product or service • Compare invention versus innovation • Observe entrepreneurial spirit	

Notes:

Indicator # ENT 2 Analyze the importance of entrepreneurship opportunities within a global market

Webb Level	*Sub-indicator*	*Integrated Content*
Two Skill/Concept	ENT 2.1 Examine potential business opportunities in relation to personal preferences, financial worthiness, and perceived risk Examples: • Compare industry specific opportunities • Determine cause and effect for business opportunities in relation to financial worthiness • Demonstrate understanding of the trends of risk of the businesses between success and failure	
Three Strategic Thinking	ENT 2.2 Make an educated business decision regarding a personal entrepreneurship opportunity Examples: • Perform a business decision-making procedure	

Notes:

Indicator # ENT 3 Apply marketing and economic concepts to an entrepreneurial venture

Webb Level	*Sub-indicator*	*Integrated Content*
Two Skill/Concept	ENT 3.1 Identify potential buyers of specific products at various price levels Examples: • Define and give examples of target markets for specific products • Identify elements of marketing • Define opportunity cost and give examples • Perform Strengths, Weaknesses, Opportunities, Threats (SWOT) analysis	
Two Skill/Concept	ENT 3.2 Analyze customer groups and develop a plan to identify and reach customers in a specific target market Examples: • Create a marketing strategy for a specific target market • Compare channels of distribution to reach a specific target market • Identify a branding concept • Identify appropriate methods to respond to customer concerns • Distinguish the difference between primary and secondary research • Investigate market segmentation by demographics, psychographics, geographic and buying characteristics	

Notes:

Indicator # ENT 4 Use financial and accounting concepts and tools to make business decisions

Webb Level	*Sub-indicator*	*Integrated Content*
One Recall	ENT 4.1 Identify the cash needs and/or resources necessary to produce a specific product or service Examples: • Identify the costs associated with producing a specific product • Identify the resources needed to start a planned business • Identify available resources and government agencies to assist small business owners	
One Recall	ENT 4.2 Identify sources and types of funding for a specific product/service business Examples: • Identify common sources from which entrepreneurs can borrow money • Describe the differences between debt and equity • Discuss types of funding within each funding source	
Two Skill/Concept	ENT 4.3 Analyze appropriate records to make business decisions Examples: • Compare and contrast various types of financial records • Calculate gross income, net income, and break-even point • Develop pricing strategies • Determine profitability of a business • Estimate start-up costs, costs of goods sold, and operating expenses	

Three Strategic Thinking	ENT 4.4 Develop a management plan for an entrepreneurial venture Examples: • Create a personal vision statement for the next five years • Plan human resources needs and determine the types of employees required • Create pricing strategies utilized to make a profit: mark-up, cost-based, competition-based, demand-based, methods of psychological pricing discounting and credit • Plan various components of a promotional mix and how each will be utilized in a business • Create organizational structure and identify management skills needed to operate business	
One Recall	ENT 4.5 Identify ongoing decisions that affect everyday operations Examples: • Demonstrate understanding of knowing when to utilize an exit strategy • Communicate understanding of environmental, market, demographic changes that affect revenues • Identify a mentor	

Notes:

Indicator # ENT 5 Analyze how government regulations, and business ethics affect entrepreneurial ventures

Webb Level	*Sub-indicator*	*Integrated Content*
Four Extended Thinking	ENT 5.1 Apply industry specific government regulations to venture Examples: • Identify an industry code • Select the information necessary to comply with governmental regulations affecting a planned business	
Two Skill/Concept	ENT 5.2 Describe diversity as it applies to entrepreneurship	
Three Strategic Thinking	ENT 5.3 Evaluate how business ethics affects ownership with any entrepreneurial venture Examples: • Develop a code of ethics for a small business • Determine a set of business values • Set and maintain business reputation / branding	

Notes: