



## Entrepreneurship II

PEIMS Code: N1303423

Abbreviation: ENTPRNR2

Grade Level(s): 11–12

Award of Credit: 1.0

### Approved Innovative Course

- Districts must have local board approval to implement innovative courses.
- In accordance with Texas Administrative Code (TAC) §74.27, school districts must provide instruction in all essential knowledge and skills identified in this innovative course.
- Innovative courses may only satisfy elective credit toward graduation requirements.
- Please refer to [TAC §74.13](#) for guidance on endorsements.

### Course Description:

The purpose of the course is to prepare students with the knowledge and skills needed to become a successful entrepreneur within an innovative marketplace. The goal and outcome of the course is for students to have their business launched by the end of the course or have the tools necessary to launch and operate their business. Students are encouraged to work in close cooperation with local industry leaders, community members, and educators to develop ideas and objectives, complete a business model canvas, pitch to potential investors, register with governmental agencies, develop their brand identity, and participate in local chamber of commerce meetings and events. The recommended participants are students in the CTE Entrepreneurship program of study, students in grades 11-12, and those interested in starting a business.

### Essential Knowledge and Skills:

- (a) General Requirements. This course is recommended for students in Grades 11-12. Prerequisite: Entrepreneurship. Students shall be awarded one credit for successful completion of this course.
- (b) Introduction.
  - (1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
  - (2) The Business, Marketing, and Finance Career Cluster focuses on planning, managing, organizing, directing, and evaluating business functions essential to efficient and productive business management, finance, operations, and marketing.
  - (3) In Entrepreneurship II, students will gain the knowledge and skills needed to become an entrepreneur. Students will practice the principles necessary to begin,

launch, and operate a business. The primary focus of the course is to help students learn and initiate the process of taking a business plan from idea to implementation. Students will understand the importance of networking, branding, fundraising, and a marketing strategy for the digital online environment as well as community marketing. Students are expected to have a basic understanding of the capital required, the return on investment desired, and the potential for profit.

- (4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations, local chamber of commerce meetings, meetings with designers, programmers, developers and other experts to create their product, service or app.
  - (5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (c) Knowledge and Skills.
- (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:
    - (A) demonstrate professional business communication skills such as the construction of email in a professional manner to include a subject line, a salutation, the email body, closing, and the signature;
    - (B) simulate professional interaction skills of scheduling a meeting with professionals, including using a personal calendar to avoid scheduling conflicts, confirming meetings 48 hours or more prior to the meeting, and sending an agenda to all parties prior to the meeting;
    - (C) identify how to conduct a meeting with professionals, including the importance of punctual attendance, wearing attire appropriate for the meeting, introduction of all parties to one another, using the meeting agenda as a guide for the meeting, taking notes during the meeting and sending meeting outcomes to each participant after the conclusion of the meeting;
    - (D) communicate effectively with others using speaking, listening, and writing skills;
    - (E) demonstrate collaboration skills through teamwork;
    - (F) demonstrate professionalism by conducting oneself in a manner appropriate for the profession and workplace;
    - (G) demonstrate a positive, productive work ethic by performing assigned tasks and meeting deadlines set by the student team;
    - (H) demonstrate integrity by choosing the ethical course of action and complying with all applicable rules, laws, and regulations;
    - (I) 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; and
    - (J) demonstrate leadership skills by participating in career and technical student organizations.
  - (2) The student demonstrates an in-depth understanding of entrepreneurship and

- how to grow a business. The student is expected to:
- (A) develop concepts based on the terms entrepreneurship and entrepreneur;
  - (B) define small, medium, and large-sized businesses; and
  - (C) analyze a small business compared to a corporate business structure.
- (3) The student will research local businesses, corporations, franchises, limited liability partnerships, and sole proprietorships to study business opportunities from inception to growth. The student is expected to:
- (A) evaluate the challenges involved with the growth of each business structure; and
  - (B) appraise the tools to facilitate the growth of a business.
- (4) The student utilizes case study training to develop knowledge of problem-based learning (PBL) for case study evaluation. The student is expected to:
- (A) analyze business case-studies as related to entrepreneurship;
  - (B) review real-world current market trends; and
  - (C) develop case conclusions and reports in written and oral presentation formats.
- (5) The student defines entrepreneurial problems and solutions. The student is expected to:
- (A) analyze and identify problems in the marketplace;
  - (B) evaluate market research to synthesize possible solutions;
  - (C) describe the impact on the population identified;
  - (D) identify the customer segment affected by the problems; and
  - (E) describe possible solutions for the problems identified.
- (6) The student explains and creates each section of the business model canvas. The student is expected to:
- (A) visualize and communicate a business model;
  - (B) utilize the canvas business model to explore new business models whether a start-up or an existing business; and
  - (C) utilize a virtual medium to collaborate with a team on a project.
- (7) The student knows and completes the process for development, implementation, and evaluation of a marketing plan and a financial forecast. The student is expected to:
- (A) identify and explain the target market;
  - (B) create and conduct a customer survey;
  - (C) analyze the survey results;
  - (D) structure modification recommendations based on survey results;
  - (E) complete a detailed market analysis;
  - (F) analyze and explain the different types of marketing strategies;

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- (G) identify and explain the basics of search engine optimization and digital advertising;
  - (H) direct a social media marketing campaign;
  - (I) create an analysis of strengths, weaknesses, opportunities, and threats (SWOT);
  - (J) devise a go-to-market strategy;
  - (K) assess the effectiveness of a promotional campaign;
  - (L) identify and explain each component of a financial forecast;
  - (M) develop and explain a projected income statement, cash budget, projected, balance sheet, projected sources and uses of funds statement;
  - (N) identify different types of revenue streams;
  - (O) identify the financial plan, including financial requirements and sources of financing;
  - (P) investigate, compare, and analyze competitors;
  - (Q) describe the unique value proposition of the proposed product or service to give it a competitive edge against existing competitors; and
  - (R) create a growth strategy, including horizontal and vertical growth plans.
- (8) The student develops, schedules, and delivers a formal pitch deck presentation. The student is expected to:
- (A) identify and explain all components of a pitch deck;
  - (B) create a pitch deck;
  - (C) align presentation strategies to the intended audience;
  - (D) identify potential investors to schedule and deliver a pitch deck presentation;
  - (E) prepare an oral presentation to provide information for specific purposes and audiences;
  - (F) identify and prepare support materials that will enhance an oral presentation;
  - (G) deliver an oral presentation that sustains listeners' attention;
  - (H) implement multimedia strategies for presentations;
  - (I) use online presentation management technologies to create, edit, transport, and share documents; and
  - (J) develop the idea of an exit strategy, including selling a business, taking the company public through an initial public offering (IPO), and liquidating a business.
- (9) The student will connect and work closely with local industry leaders and community members. The student is expected to:
- (A) discuss and present a business model;
  - (B) meet with mentors to gain strategic and tactical guidance;

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- (C) collaborate with mentors to identify and correct gaps in business knowledge;
- (D) collaborate with mentors for insight on networking opportunities, local business organizations and network building connections for strategic partners; and
- (E) analyze feedback from mentors to determine next steps in completing updates to business model, pitch deck, and marketing strategy.

### Recommended Resources and Materials:

- Students should have access to the internet through a laptop or desktop computer and should have web conferencing capability.

Greene, Cynthia L. (2009). *Entrepreneurship: Ideas Action*. Mason, OH: Cengage.

Maurya, Ash. (2012). *Running Lean*. Sebastopol, CA: O'Reilly Media, Inc.

Ries, Eric. (2011). *The Lean Startup*. New York, NY: Crown Publishing Group.

Osterwalder, Alex and Yves Pigneur. (2010). *Business Model Generation: A Handbook for Visionaries, Game Changers, and Challengers*. Hoboken, NJ: John Wiley and Sons.

Blank, Steve. (2013). *Why the Lean Startup Changes Everything*. R1305C. Boston, MA: Harvard Business School Publishing.

Uncharted Learning ACCEleratoredu curriculum.

<https://www.unchartedlearning.org/student-programs/incubatoredu>

Blank, Steve. (adjunct professor at Stanford University) YouTube videos (100 videos).  
<https://www.youtube.com/playlist?list=PLAwxTw4SYaPnxzSuovATBMrNowGaaEBmW>.

### Recommended Course Activities:

- Students may be assigned to articulate the purpose of each of the sections of the business model canvas and complete a business model canvas for their business idea.
- Students may be assigned to prepare customer surveys, conduct surveys, and demonstrate the ability to process how to process the survey results to adapt the business model, as needed.
- Students may be assigned to research competitors and assess the unique value proposition of their product, service or app to give it a competitive edge against existing competitors.
- Students may be assigned to evaluate the financial plan, including financial requirements and sources of financing.
- Students may be assigned to articulate the idea of a growth strategy, including horizontal and vertical growth strategies; and explain the idea of an exit strategy, including selling a business, going public and liquidating a business.

### Suggested methods for evaluating student outcomes:

- Student performance may be evaluated after each update to their business

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model canvas at the end of each unit.

- Student performance may be evaluated on the changes made due to the content mastered in each unit.
- Student performance may be evaluated on a reflection piece to present orally reflecting on the changes made to their business model canvas and why each change was made.
- Students may work in groups, with specific areas of business responsibility assigned to each group member. Students may evaluate the performance of other group members in peer review fashion throughout the year.

### Teacher qualifications:

An assignment for Entrepreneurship II is allowed with any current vocational or career and technical education classroom teaching certificate.

### Additional information: