

# Perris Union High School District Course of Study

A. COURSE INFORMATION		
<b>Course Title:</b> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">RCOE Entrepreneurial TNT (Traits and Trends)</div> <input type="checkbox"/> New <input checked="" type="checkbox"/> Revised	<b>Subject Area:</b> <input type="checkbox"/> Social Science <input type="checkbox"/> English <input type="checkbox"/> Mathematics <input type="checkbox"/> Laboratory Science <input type="checkbox"/> World Languages <input type="checkbox"/> Visual or Performing Arts <input checked="" type="checkbox"/> College Prep Elective <input type="checkbox"/> Other	<b>Grade Level</b> <input type="checkbox"/> MS <input type="checkbox"/> HS <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
<b>If revised previous course name if changed</b> <div style="border: 1px solid black; padding: 2px; margin-top: 5px;">CTE Entrepreneurial Traits</div>	<b>Is this classified as a Career Technical Education course?</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <b>PATHWAY: Entrepreneurship/Self-Employment</b> <b>CARSTONE</b>	
<b>Transcript Course Code/Number:</b> <div style="border: 1px solid black; padding: 2px; margin-top: 5px;">108291/108292</div> (To be assigned by Educational Services)	<b>Required for Graduation:</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
<b>Meets UC/CSU Requirements?</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <b>Was this course <i>previously approved by UC</i> for PUHSD?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (Will be verified by Ed Services)	<b>Credentials Required to teach this course:</b> <div style="border: 1px solid black; padding: 2px; margin-top: 5px;"> <i>Designated Subjects: Career Technical Education; Marketing and Sales</i>  <i>Single Subject: BUSINESS</i>  <b><u>To be completed by Human Resources only.</u></b> </div> <div style="margin-top: 10px;"> <div style="display: flex; justify-content: space-between; align-items: center;"> <div style="border: 1px solid black; padding: 2px; flex-grow: 1;"> <i>Nick Hilton</i> </div> <div style="border: 1px solid black; padding: 2px; flex-grow: 1;">               03 / 18 / 2021             </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 5px;"> <span>Signature</span> <span>Date</span> </div> </div>	
<b>Meets "AP" Requirements?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<b>Meets "Honors" Requirements?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
<b>Submitted by: Dian Martin</b> <b>Site: Educational Services</b> <b>Date: 03/02/2021</b>	<b>Unit Value/Length of Course:</b> <input type="checkbox"/> 0.5 (half year or semester equivalent) <input checked="" type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two year equivalent) <input type="checkbox"/> Other:	
<b>Approvals</b>	<b>Name/Signature</b>	<b>Date</b>
Director of Curriculum & Instruction		3/23/2021
Asst. Superintendent of Educational Services		
Governing Board		

Riverside County Office of Education – Career Technical Education

**RCOE ENTREPRENEURIAL TNT (TRAITS & TRENDS)**

**DATE:**

**INDUSTRY SECTOR:** Marketing, Sales and Services Sector

**PATHWAY:** Entrepreneurship/Self-Employment

**CALPADS TITLE:** Advanced Entrepreneurship/Self-Employment (Capstone)

**CALPADS CODE:** 8331

**HOURS:**

Total	Classroom	Laboratory/CC/CVE
180	90	90

JOB TITLE	O*NET CODE	JOB TITLE	O*NET CODE
Sales Agents, Financial Services	41-3031.02	Online Merchants	13-1199.06
Switchboard Operators, Including Answering Service	43-2011.00	Solar Sales Representatives and Assessors	41-4011.07

**COURSE DESCRIPTION:**

This course is designed to give students an opportunity to investigate the concept of entrepreneurship focusing on two main dimensions: Entrepreneurship’s economic role in the US free market economy; and the defining characteristics of entrepreneurs in general, and specifically, how those traits are congruent with those necessary for self-employment. Both of these two dimensions will be explored from a historical perspective, analyzing past trends and traits, and using these analyses to evaluate future trends. Students will focus on both individual and collaborative research to develop and participate in collaborative discourse, evidence-based writing, and multi-media presentations. They will develop a portfolio that will not only demonstrate their findings and analysis of various dimensions of entrepreneurial enterprises and thinking but will also provide a guide for future endeavors and studies that coincide with their own strengths and interests.

This course encapsulates the scope of an entrepreneurial pathway and affords workplace learning experiences in various forms. Examples of workplace learning experiences include community externships with local businesses and entrepreneurs, practical management and operational practice in a school site-based enterprise, student organizations, and connections with community partners (CC/CVE). Each workplace learning experience is subject to evaluation and collaboration with the virtual, planned, or actual business. The extended workplace learning experience may vary by school site based on the needs of the program.

**A-G APPROVAL:** G

**ARTICULATION:**

College	Course Code
MSJC, Small Bus. Entrepreneurship	BADM150

**DUAL ENROLLMENT:** None

**PREREQUISITES:**

Prerequisite
Basic Business Fundamentals, or Marketing Course (Recommended)
Two years of English/Language Arts (Required)

**METHODS OF INSTRUCTION**

- Direct instruction
- Group and individual applied projects
- Multimedia
- Demonstration
- Field trips
- Guest speakers

**STUDENT EVALUATION:**

- Student projects
- Written work
- Exams
- Observation record of student performance
- Completion of assignment

**INDUSTRY CERTIFICATION:**

- None

**RECOMMENDED TEXTS:**

- Entrepreneurship in the 21st Century UCLA Magazine Mary Daily Jan. 1, 2013  
<http://magazine.ucla.edu/features/entrepreneurship-in-the-21st-century/print/>
- Social Media Has Scorching Impact on Small Business Forbes Alison Diana Sept. 14, 2010  
<http://www.forbes.com/2010/09/14/social-media-facebook-linkedin-twitter-entrepreneurs-technology-informationweeks>
- Entrepreneurship: Building A Business McGraw-Hill Education Glencoe McGraw-Hill 2011  
<https://www.mheonline.com/programMHID/view/0078897661>

**PROGRAM OF STUDY**

Grade	Fall	Spring	Year	Course Type	Course Name
9, 10, 11, 12			• •	Concentrator	RCOE Entrepreneurship
10, 11, 12			• •	Capstone	RCOE Entrepreneurial TNT (Traits & Trends)

I.	UNIT 1 - DEFINING ENTREPRENEURSHIP AND ITS ROLE IN THE FREE-ENTERPRISE SYSTEM	CR	Lab/ CC	Standards
	<p>In this introductory unit, students will investigate and develop a working definition of entrepreneurship and entrepreneurs. Using chapter one of the textbook, <i>Entrepreneurship: Building A Business</i>, to jump-start their investigation, students will conduct research on a series of essential questions for this unit:</p> <ol style="list-style-type: none"> <li>1. "What is the concept (definition) of entrepreneurship?"</li> <li>2. "What is the historical background of entrepreneurship, and its corresponding role in the US economy?"</li> <li>3. "Has this concept, and role, evolved over the course of the twentieth and into the twenty-first century?"</li> </ol> <p>In this introductory unit, students will take time to review the basics of quality research and protocols to ensure they understand how to look for, select, evaluate, and use appropriate sources; and how to cite them using APA format guidelines in their writing. Through a series of teacher-facilitated class discussions and student group multi-media presentations, students will develop individually crafted, evidence-based, working definitions of entrepreneurship. This will be the culminating assignment for this unit and will be completed as a one-page paper, using at least three appropriately cited sources. An additional page and part of this assignment will be the completion of a teacher-developed rubric on the evaluation of each of their sources. This assignment will be the beginning assignment of their portfolio.</p> <p>The daily opening activity for each class will be a quote from an entrepreneur or leader. Students will copy the quote, and write a reflection on the quote. For the first two weeks of the class, students will be asked and guided to have a transitional discussion based on the quote. After the initial two weeks, students will take turns in taking the lead for this discussion (based on a teacher-initiated and communicated schedule).</p>	15	15	<p><b>Academic:</b> LS: 11-12.1</p> <p><b>CTE Anchor:</b> Communications: 2.1</p> <p><b>CTE Pathway:</b> C1.1</p>
II.	UNIT 2 - ENTREPRENEURIAL TRAITS, ENTREPRENEURIAL AND INTRAPRENEURIAL THINKING	CR	Lab/ CC	Standards
	<p>Now that students have a working definition of entrepreneurship, they will turn their attention to defining the term "entrepreneur" by investigating characteristics and common traits, researching various definitions, and comparing and contrasting these with the information in Chapter two of the textbook, "Your Potential as An Entrepreneur". To deepen their understanding of the personal attributes of entrepreneurs, students will widen their research to include exploration of the similarities and differences of entrepreneurs and self-employed individuals, and to explore the concept of entrepreneurial and intrapreneurial thinking.</p> <p>The class will be split into collaborative groups to research, write a paper, and present their findings on one of the following four topics:</p> <ol style="list-style-type: none"> <li>1. Entrepreneurial Traits and Successful Self-Employment – Same or Different? Why or Why Not?</li> <li>2. What are the Similarities and Differences among Entrepreneurs and Intrapreneurs? OR - Are Intrapreneurs really entrepreneurs - Why or Why Not?</li> <li>3. Are there similarities between the traits necessary for successful leadership and successful entrepreneurship? Explain.</li> <li>4. Present an example of an individual you would consider one of the most successful entrepreneurs in history, and explain the basis for your choice, from both an economic and personal perspective. In addition, explain whether this person would have been successful as an entrepreneur in a different era, and give the basis for this conclusion.</li> </ol> <p>All groups will include in their paper and presentations their evidence-based consensus on a set of characteristics and common traits necessary for successful entrepreneurs. They will also include a discussion of the importance of creative thinking and innovation as part of the entrepreneurial mindset, and defend the need for innovation to maintain competitiveness. Groups will provide note-taking materials as part of their presentations, along with a bibliography of their sources as resources and information for the rest of the class.</p> <p>As a final project for this unit, the class will develop a set of interview questions for an interview with a local business owner or entrepreneur. Each student will complete a report on the interview, including the answers to the interview questions, and the student's reflections on the interview. The completed paper will be included in the student's portfolio.</p>	15	15	<p><b>Academic:</b> LS: 11-12.1</p> <p><b>CTE Anchor:</b> Communications: 2.1</p> <p><b>CTE Pathway:</b> C1.1</p>
III.	UNIT 3 - EXPLORING THE BASIC ASPECTS OF ENTREPRENEURSHIP	CR	Lab/ CC	Standards



	<p>In this unit, students will read several chapters of the textbook (Chapter 3, 4, 7, and 22) to develop a basic understanding of the foundational ideas of opportunity recognition, creation, and capitalization for entrepreneurs, and the risk management principles associated with entrepreneurship. They will also look at the different types of business ownership to compare their relative advantages and disadvantages. They will deepen their understanding of opportunities and trends by studying the 1996-2011 <i>Kauffman Index of Entrepreneurial Activity</i>, which breaks out statistics and information by demographic group, by industry, by state, and by the major metropolitan area during this time period. Students will write a variety of short papers to demonstrate and preserve pertinent details and findings for use in the next unit on a closer look at entrepreneurial trends.</p> <p>As a portfolio project for this unit, students will investigate and report on an example of entrepreneurial opportunity identification resulting in an innovative product or service (e.g. the Pet Rock, or one of the successful <i>Shark Tank</i> proposals). The paper will include thoughtful analysis of why this example was successful).</p>	15	15	<p><b>Academic:</b> LS: 11-12.1</p> <p><b>CTE Anchor:</b> Communications: 2.1</p> <p><b>CTE Pathway:</b> C1.1</p>
<b>IV.</b>	<b>UNIT 4 - ENTREPRENEURIAL TRENDS - THE WHERE, WHAT, AND WHEN</b>	<b>CR</b>	<b>Lab/ CC</b>	<b>Standards</b>
	<p>Students will draw on their information from the previous unit's chapters on recognizing opportunities (Chapters 3 &amp; 4), and on their study of the Kauffman Index to widen their investigation of current entrepreneurial trends and opportunities, both locally and globally. Students will individually choose a geographical or industry trend that appeals to them and completes a short research study and profile, culminating in a short 2-3 minute presentation. The presentation and profile parameters will be outlined by a teacher-developed rubric for consistent and relevant outcomes.</p>	15	15	<p><b>Academic:</b> LS: 11-12.1</p> <p><b>CTE Anchor:</b> Communications: 2.1</p> <p><b>CTE Pathway:</b> C1.1</p>
<b>V.</b>	<b>UNIT 5 - TECHNOLOGY'S IMPACT ON ENTREPRENEURSHIP</b>	<b>CR</b>	<b>Lab/ CC</b>	<b>Standards</b>
	<p>In this unit, students will examine the effect of technology for entrepreneurs for a multichannel approach. They will explore the basic technology tools entrepreneurs can use to guide new companies from startup through growth stages; investigate the more specific impact of information technology on small business; and develop an understanding of the terms social entrepreneurs and transformational entrepreneurship. Their research will include an exploration and analysis of social media's impact on entrepreneurial activity, marketing, and growth. This unit will rely most heavily on student research of current online information, but will also intersect with student reading and understanding of the textbook chapters on marketing and promotion (Chapters 10 &amp; 12), and a business's social and ethical responsibility (Chapter 24).</p> <p>Students will practice evaluation and synthesis of multiple sources and types of information to make evidence-based conclusions on the current and future impact of information and online technology, including social media, on entrepreneurial activities and enterprises.</p>	10	10	<p><b>Academic:</b> LS: 11-12.1</p> <p><b>CTE Anchor:</b> Communications: 2.1</p> <p><b>CTE Pathway:</b> C1.1</p>
<b>VI.</b>	<b>UNIT 6 - THE ENTREPRENEURIAL PROCESS - FROM VISION TO REALIZATION</b>	<b>CR</b>	<b>Lab/ CC</b>	<b>Standards</b>
	<p>In this unit, students will rely heavily on textbook reading to develop an understanding of the elements and purpose of business and strategic planning in entrepreneurship, and to identify strategies for business startup and growth. They will be able to identify and explain the components of a business plan; define terms necessary to create a business plan such as ROI (return on investment), target markets, demographics; and their use in strategic planning and market research. They will identify strategies for business start-up and growth, including the elements of developing a mission and purpose, core values and a vision statement, and identifying factors needed for business expansion.</p> <p><b>Unit Assignment:</b></p> <p>The culminating project for this unit will be the development of an itemized checklist that outlines the process of the entrepreneurial process from initial vision and opportunity identification, to startup and operation.</p>	10	10	<p><b>Academic:</b> LS: 11-12.1</p> <p><b>CTE Anchor:</b> Communications: 2.1</p> <p><b>CTE Pathway:</b> C1.1</p>
<b>VII.</b>	<b>UNIT 7 - FAILING TO PLAN = PLANNING TO FAIL</b>	<b>CR</b>	<b>Lab/ CC</b>	<b>Standards</b>
	<p>In this final unit, students take independent paths to reflect on what they have learned and to create a personal career plan that accounts for those reflections and includes their own exploration, self-evaluation, interests, and individual career decisions. Students will create their own personal checklists for success that will reflect their decision to become an entrepreneur, pursue a career of self-employment, become an intrapreneur, or other career decision. It will include their personal evaluation on areas of strength, areas of needed growth, and requisite education and experiences, both paid and unpaid. Students will build a résumé that includes an appropriate objective for this paid or unpaid experience, and a personal vision statement or quote that suits their personal evaluation of the class' reflections. The checklist, résumé, and final paper will be included in their portfolio.</p>	10	10	<p><b>Academic:</b> LS: 11-12.1</p> <p><b>CTE Anchor:</b> Communications: 2.1</p> <p><b>CTE Pathway:</b> C1.1</p>

	The final paper each student will complete is an evaluation and analysis of ten of the most valuable resources they encountered in their research in this course. The choice is personal, and the evaluation is based on a teacher-developed rubric and parameters established for everyone in the class.			
<b>VIII.</b>	<b>COURSE NOTES:</b>	<b>CR</b>	<b>Lab/ CC</b>	<b>Standards</b>
	<b>Course Notes:</b> <b>3/26/19 – Added to CTE shared drive – John Bruestle</b>	0	0	<b>Academic:</b> LS: 11-12.1 <b>CTE Anchor:</b> Communications: 2.1 <b>CTE Pathway:</b> C1.1

**Entered by:**

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