

# Perris Union High School District

## Course of Study

### A. COURSE INFORMATION

<p><b>Course Title:</b>  <input style="width: 100%;" type="text" value="RCOE Entrepreneurship"/></p> <p><input checked="" type="checkbox"/> New  <input type="checkbox"/> Revised</p> <p><b>If revised previous course name if changed</b>  <input style="width: 100%;" type="text"/></p> <p><b>Transcript Course Code/Number:</b>  <input style="width: 100%;" type="text"/></p> <p>(To be assigned by Educational Services)</p>	<p><b>Subject Area:</b></p> <p><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</p> <p><b>Is this classified as a Career Technical Education course?</b>  <input checked="" type="checkbox"/> Yes  <input type="checkbox"/> No</p> <p><b><u>PATHWAY: Entrepreneurship/Self-Employment CONCENTRATOR</u></b></p>	<p><b>Grade Level</b></p> <p><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 checked="" type="checkbox"/> 9  <input checked="" type="checkbox"/> 10  <input checked="" type="checkbox"/> 11  <input checked="" type="checkbox"/> 12</p>
<p><b>Required for Graduation:</b>  <input type="checkbox"/> Yes  <input checked="" type="checkbox"/> No</p>	<p><b>Credentials Required to teach this course:</b>  <div style="border: 1px solid black; padding: 5px; margin: 5px;"> <i>Designated Subjects: CTE, Marketing, Sales + Services</i>  <i>Single Subject: Marketing, Sales + Services</i> </div> <p style="text-align: center;"><u>To be completed by Human Resources only.</u></p> <div style="border: 1px solid black; padding: 5px; margin: 5px;"> <p style="font-size: small;">DocuSigned by:</p> <div style="display: flex; justify-content: space-between;"> <div style="text-align: center;">   <small>DOFF5009E4E4480</small>  <b>Signature</b> </div> <div style="text-align: center;"> <p style="font-size: large;">3/12/2021</p> <b>Date</b> </div> </div> </div> </p>	
<p><b>Meets UC/CSU Requirements?</b>  <input checked="" type="checkbox"/> Yes  <input type="checkbox"/> No</p> <p><b>Was this course <u>previously approved by UC</u> for PUHSD?</b>  <input type="checkbox"/> Yes  <input checked="" type="checkbox"/> No</p> <p style="text-align: center;">(Will be verified by Ed Services)</p>	<p><b>Meets "Honors" Requirements?</b>  <input type="checkbox"/> Yes  <input checked="" type="checkbox"/> No</p>	
<p><b>Meets "AP" Requirements?</b>  <input type="checkbox"/> Yes  <input checked="" type="checkbox"/> No</p>	<p><b>Unit Value/Length of Course:</b></p> <p><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:</p>	
<p><b>Submitted by: Dian Martin</b>  <b>Site: Educational Services</b>  <b>Date: 03/02/2021</b></p>		
<b>Approvals</b>	<b>Name/Signature</b>	<b>Date</b>
Director of Curriculum & Instruction		3/16/21
Asst. Superintendent of Educational Services		3/12/21
Governing Board		



Riverside County Office of Education – Career Technical Education

**RCOE ENTREPRENEURSHIP**

**DATE:**

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

**PATHWAY:** Entrepreneurship/Self-Employment

**CALPADS TITLE:** Entrepreneurship/Self-Employment (Concentrator)

**CALPADS CODE:** 8330

**HOURS:**

Total	Classroom	Laboratory/CC/CVE
180	90	90

JOB TITLE	O*NET CODE	JOB TITLE	O*NET CODE
Logisticians	13-1081.00	Business Operations Specialists, All Other	13-1199.00
Market Research Analysts and Marketing Specialists	13-1161.00	Fundraisers	13-1131.00

**COURSE DESCRIPTION:**

This capstone course provides students with an opportunity to explore and integrate the basic principles of business management, marketing, sales, small business start-up, and operations. Students will apply these principles to the development of a business plan document appropriate for an entrepreneur. The course will incorporate all aspects, personally and professionally, of the scope, functions, and strategies for comprehensive business planning. It encapsulates the scope of an entrepreneurial career pathway, and provides workplace learning experiences in various forms, including possible community externships with local businesses and entrepreneurs, practical management and operational practice in a school site-based enterprise, or connections with community partners or student organizations for evaluation and collaboration of virtual or planned businesses.

Entrepreneurship provides students with the tools, knowledge, and practical applications that they would need to open and run a small business. The integral business plan development project is designed to simulate a real-life business and meet all the expectations of a business owner.

**A-G APPROVAL:** G

**ARTICULATION:** None

**DUAL ENROLLMENT:** None

**PREREQUISITES:**

Prerequisite
Introductory Marketing or Business Course or Retail Sales and Marketing (Recommended)

**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 (Building a Business) Allen and Meyer MC Graw Hill 2018

**PROGRAM OF STUDY**

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

I.	INTRODUCTION TO ENTREPRENEURSHIP	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><b>Unit Assignment(s):</b></p> <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 appropriate sources, and how to cite those 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 this unit and will be completed as a one-page paper, using at least three appropriately cited sources. Part of this assignment will be the completion of a teacher-developed rubric for writing assignments. This assignment will be the initial part of their portfolio.</p>	13	12	<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.	ENTREPRENEURIAL TRAITS AND ENTREPRENEURIAL THINKING	CR	Lab/ CC	Standards
	<p>Using the working definition of entrepreneurship, students will turn their attention to defining the term "entrepreneur" by investigating characteristics and common traits, various definitions, and comparing and contrasting these the information with Chapter two of the textbook, "Your Potential as An Entrepreneur." Deepening 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 thinking.</p> <p><b>Unit Assignment:</b></p> <p>The class will be split into collaborative groups to research, write a paper, and present their findings on one of the following 3 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. Are there similarities between the traits necessary for successful leadership and successful entrepreneurship? Explain.</li> <li>3. Present an example of an individual you would consider as 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 a successful entrepreneur. 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 2-3 page APA or MLA style bibliography of their sources.</p>	12	13	<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.	EXPLORING THE BASIC ASPECTS OF ENTREPRENEURSHIP	CR	Lab/ CC	Standards

	<p>In this unit, students will read and analyze 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. Students will look at the different types of business ownership and compare their relative advantages and disadvantages. They will deepen their understanding of opportunities and trends by studying the 1996-2011 Kauffman Index of Entrepreneurial Activity, which breaks out statistics and information by demographic group, industry, state, and major metropolitan area during this time period.</p> <p><b>Unit Assignment(s):</b></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 service (e.g. the Pet Rock, or one of the successful Shark Tank proposals). The paper will be a 2-3 pages APA or MLA style writing and include an analysis of why this example was successful.</p>	13	12	<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>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.</p> <p><b>Unit Assignment(s):</b></p> <p>Students will individually choose a geographical or industry trend that appeals to them, and complete a short research study and profile, culminating in a short 4-5 slide mini presentation and 1-2 page APA or MLA style paper. The presentation and profile parameters will be outlined by a teacher-developed rubric for consistent and relevant outcomes.</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>V.</b>	<b>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 using a multichannel approach. They will explore the basic technology tools entrepreneurs can use to guide new companies from startup through growth stages. Students will 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 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><b>Unit Assignment(s):</b></p> <p>Students in groups will create a marketing plan using the marketing mix. Students will work in groups and create a marketing plan using promotional strategies. Students will present their marketing plan in a 10-15 slide PowerPoint presentation on a product or service of their choosing. The student will write 1-2 page APA or MLA style research paper on marketing mix strategies.</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>MANAGEMENT AND OPERATIONS</b>	<b>CR</b>	<b>Lab/ CC</b>	<b>Standards</b>
	<p>In this unit, students will rely on the analysis of the 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</p>	12	13	<p><b>Academic:</b> LS: 11-12.1</p> <p><b>CTE Anchor:</b> Communications: 2.1</p> <p><b>CTE Pathway:</b></p>

	<p>and market research. They will identify strategies for business startup and growth, including the elements of developing a mission and purpose statement, core values and a vision statement, and be identifying factors needed for business expansion.</p> <p><b>Unit Assignment(s):</b></p> <p>The culminating project for this unit will be the development of an itemized checklist that outlines the entrepreneurial process from initial vision and opportunity identification to startup and operation. Groups will provide note-taking materials as part of their presentations, along with a 2-3 page APA or MLA style research paper and an 8- 12 PowerPoint slide presentation to the class.</p>			C1.1
<b>VII.</b>	<b>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, or other career decision. It will include their personal evaluation of areas of strength, areas of needed growth, and requisite education and experiences, both paid and unpaid. Students will build a résumé that includes appropriate objectives 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> <p><b>Unit Assignment(s):</b></p> <ul style="list-style-type: none"> <li>• Students will create a careers project focusing on a particular job or industry.</li> <li>• Students will create a Job Search Portfolio.</li> <li>• The portfolio will include job application (the instructor will provide a blank, generic application form), three letters of recommendation and a generic cover letter.</li> <li>• The portfolio will include samples of the students, writing projects, presentation projects, and business plan.</li> </ul>	20	20	<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>VIII.</b>	<b>COURSE NOTES:</b>	<b>CR</b>	<b>Lab/ CC</b>	<b>Standards</b>
	<p><b>Course Notes:</b></p> <p>3/26/19 – Added to CTE shared drive – John Bruestle</p>	0	0	<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>

**Entered by:**

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