



Capstone: Entrepreneurship Experience

Career Cluster	All
Course Code	80026
Prerequisite(s)	None; Recommended: Foundational CTE Course(s)
Credit	0.5 -1.0
Graduation Requirement	Can meet the 1 unit of any combination of the following: Capstone Experience, Approved CTE, or World Language
Program of Study and Sequence	Foundational Course – Pathway Course – Capstone: Entrepreneurship Experience – Postsecondary Program.
Student Organization	DECA, FBLA, FCCLA, FFA, HOSA, SkillsUSA
Coordinating Work-Based Learning	Student-Run Enterprise, Mentoring, Cooperative Work Experience, Project-Based Learning
Industry Certifications	May vary based on student’s career interest and personal learning plan
Dual Credit or Dual Enrollment	Varies depending upon entrepreneurship experience
Teacher Certification	7-12 Certified Teachers, Certified School Counselors, Certified Administrators Can be facilitated by a certified educator with an industry partner mentor. Best practice is for course educators to attend business related professional development to extend entrepreneurship background.
Resources	http://doe.sd.gov/octe/documents/EnE_Compl.pdf

Course Description:

Capstone: Entrepreneurship Experience provides students with the opportunity to develop the skills needed to establish a business. Through hands-on projects, students gain skills to be successful in the workplace. These skills can include, but are not limited to, meeting timelines, making decisions, conducting research, and preparing and making presentations. Students study, research and prepare a business plan that illustrates the practicality of their particular business. Both school and business mentors assist students in the process of developing a business plan. Students present this plan to a panel of community representatives and/or business leaders and are evaluated on the business plan, project portfolio and their presentation.

Program of Study Application

Capstone: Entrepreneurship Experience is a capstone experience at the secondary level. Capstone: An Entrepreneurship Experience would follow coursework in any career cluster and may precede enrollment in a postsecondary program.

Course Standards**ENT 1 Students will evaluate career and personal attributes to develop a professional work ethic.**

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Level 1: Recall and Reproduction	ENT 1.1 Identify entrepreneurial career interests that align with personal learning plans (PLP)	Sdmylife.com – Career Matchmaker
Level 3: Strategic Thinking	ENT 1.2 Assess personal attributes Examples: <ul style="list-style-type: none"> • Works well with others • Punctuality • Occupationally appropriate dress • Task-oriented when working 	Sdmylife.com- Learning styles inventory, ability profiler
Level 3: Strategic Thinking	ENT 1.3 Compare personal attributes to career expectations Examples: <ul style="list-style-type: none"> • Student behavior compared to workplace expectation <ul style="list-style-type: none"> ○ Dress requirements (scrubs, business professional, business casual, casual, etc.) ○ Punctuality ○ Formality 	Sdmylife.com-Career Matchmaker
Level 2: Skill/Concept	ENT 1.4 Apply power skills. Examples of power skills: <ul style="list-style-type: none"> • Problem solving • Employability • Communication • Leadership/initiative • Interpersonal relations • Attendance/punctuality • Cooperation • Responsibility/accountability • Self-management • Integrity/honesty • Appearance 	The Center for Work Ethic Development https://workethic.org/

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ENT 2 Students will investigate ideas for a business to provide a product or service.

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Level 2: Skill/Concept	ENT 2.1 Compare and contrast various business ideas	How To Think Outside the Box with Entrepreneurship Lesson Plans http://www.aeseducation.com/blog/2015/05/entrepreneurship-lesson-plans
Level 3: Strategic Thinking	ENT 2.2 Use knowledge and comprehension of industry standards to frame an idea to answer a challenging problem or question Examples: <ul style="list-style-type: none">• Develop an original idea that solves a customer need and presents an appropriate level of challenge• Personalize an existing business idea.• Use an existing business to develop an idea that will significantly expand the current business.• Select a business that aligns with the student's chosen career cluster.• Use good judgment to be certain that the business plan is appropriate for presentation to a review panel and the general public	Tribal Enterprise Business Guide: 8(a) Business Development Program https://www.sba.gov/tools/sba-learning-center/training/tribal-enterprise-business-guide-8a-business-development-program Small Business and Self-Employed Tax Center https://www.irs.gov/businesses/small-businesses-self-employed

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Level 3: Strategic Thinking	ENT 2.3 Engage in rigorous research to validate the business idea Examples: <ul style="list-style-type: none">• Conduct primary research such as interviews, surveys, empirical observation, etc. before making a final business selection.• Investigate relevant government regulations and assess their impact on the proposed business idea.• Conduct market analysis• Solicit feedback from relevant stakeholders to improve the business plan process and products or services• Facilitate a focus group	Marketing 101: A Guide to Winning Customers https://www.sba.gov/tools/sba-learning-center/training/marketing-101-guide-winning-customers
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ENT 3 Students will develop a comprehensive business plan proposal for a real or hypothetical company based on industry standards.

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Level 2: Skill/Concept	ENT 3.1 Compose a concise overview (executive summary) of the business plan Examples: <ul style="list-style-type: none">• mission statement• nature, type, and location of business• summary of product or service's features and benefits• potential drawbacks of the business• unique aspects of the product or service	How to Write a Business Plan https://www.sba.gov/tools/sba-learning-center/training/how-write-business-plan USDA Rural Development https://www.rd.usda.gov/
Level 1: Recall and Reproduction	ENT 3.2 Describe the service or product in detail Examples: <ul style="list-style-type: none">• benefits to current or potential customers• Production methods• Areas in which the business would have a distinct advantage• Problems the product or service would solve	Giant Vision Program http://www.southdakotagiantvision.com/business/ Big Idea Contest http://www.bigideas.com LNI Business Plan Competition http://www.lakotafunds.org/busplancomp.htm
Level 3: Strategic Thinking	ENT 3.3 Conduct a detailed market analysis which compares and contrasts the strengths and weaknesses of the business plan Examples: <ul style="list-style-type: none">• Identify competitors and customers• Analyze price point• Conduct a SWOT analysis (Strengths, Weaknesses, Opportunities, and Threats)	Market Research https://www.sba.gov/tools/sba-learning-center/training/market-research Marketing 101: A

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	<ul style="list-style-type: none">Describe the uniqueness of the product or service, including how it differs from competitors	<p>Guide to Winning Customers https://www.sba.gov/tools/sba-learning-center/training/marketing-101-guide-winning-customers</p> <p>Pricing Models for Successful Business https://www.sba.gov/tools/sba-learning-center/training/pricing-models-successful-business</p> <p>US Department of the Treasury: Community Development Financial Institutions Fund https://www.cdfifund.gov/programs-training/Programs/native-initiatives/Pages/default.aspx</p> <p>Small Business and Self-Employed Tax Center https://www.irs.gov/businesses/small-businesses-self-employed</p>
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<p>Level 3: Strategic Thinking</p>	<p>ENT 3.4 Develop a marketing plan Examples:</p> <ul style="list-style-type: none">• Identify and analyze the market in terms of potential customers, annual sales, and communication strategies• Gather information about target market including demographics and how to reach customers• Describe the competitive advantage, strategies for business growth, definition of distribution channels, and sales and marketing activities (e.g., design a logo, slogan, advertisements, packaging)• Define demographics of target market (age, income level, location, lifestyles, occupations, etc.)	<p>Social Media Marketing https://www.sba.gov/tools/sba-learning-center/training/social-media-marketing</p>
<p>Level 3: Strategic Thinking</p>	<p>Ent 3.5 Develop an organizational structure, management scheme, and operational procedures Examples:</p> <ul style="list-style-type: none">• Define qualifications and skills of key people• Describe how the business will operate• Determine infrastructure needs such as physical facilities and location• Ascertain necessary technology to run, operate, and manage the business	<p>Establishing Values for Your Business https://www.sba.gov/tools/sba-learning-center/training/establishing-values-for-your-business</p>
<p>Level 4: Extended Thinking</p>	<p>ENT 3.6 Formulate financial projections to meet the requirements for funding by a lending institution Examples:</p> <ul style="list-style-type: none">• projected sales of goods and/or services• fixed and variable expenses• Loan and interest costs, if applicable	<p>How to Prepare a Loan Package https://www.sba.gov/tools/sba-learning-center/training/how-prepare-loan-package</p> <p>Introduction to Crowdfunding for Entrepreneurs https://www.sba.gov/tools/sba-learning-center/training/introduction-crowdfunding-</p>

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		entrepreneurs Opportunity Finance Network http://ofn.org/
Level 2: Skill/Concept	ENT 3.7 Create an appendix for business plan documents Examples: <ul style="list-style-type: none">• Resumes• Sales projections• Advertisements• Inventory• Cost analysis, etc.	Four Bands http://fourbands.org/ Dakota Resources http://www.dakotaresources.org/ SD Center for Enterprise Opportunity: Women's Business Center http://www.bhsu.edu/sdceo/Home.aspx

Notes: These sub indicators are the industry standard components of a business plan seeking financial backing.

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ENT 4 Students will demonstrate effective communication to explain the business plan.

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Level 3: Strategic Thinking	ENT 4.1 Create a short business pitch that illustrates the major concepts and benefits of the product or service	YBA (Youth Business Adventure) http://www.yba.com Elevator Speech Examples and Writing Tips https://www.thebalance.com/elevator-speech-examples-and-writing-tips-2061976
Level 3: Strategic Thinking	ENT 4.2 Present the business plan to relevant stakeholders utilizing appropriate visual aids Examples: <ul style="list-style-type: none">• Oral presentation• Website• Podcast• Social media promotion• Presentation to potential investors• Create a video using a digital platform• Prepare a display board or poster• Develop a product prototype	Public Product – Students make their project work public by explaining, displaying and/or presenting it to people beyond the classroom Giant Vision Program http://www.southdakotagiantvision.com/business/ Big Idea Program http://www.bigideas.com LNI Business Plan Competition http://www.lakotafu

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		nds.org/busplancomp.htm Business Plan: Presenting Your Plan http://www.investopedia.com/university/business-plan/business-plan8.asp
Level 4: Extended Thinking	ENT 4.3 Defend and support the business plan Example: <ul style="list-style-type: none">• Present the business plan to a live panel of reviewers and answer questions about the proposal.	http://www.wikihow.com/Defend-Yourself-With-Words

NOTES: This may include Big Idea Competition, bankers, etc. For examples of rubrics, go to University of Wisconsin STOUT:
<http://www.uwstout.edu/soe/profdev/rubrics.cfm>

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ENT 5 Students will reflect, analyze and document the learning process of the entrepreneurship experience.

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Level 3: Strategic Thinking	ENT 5.1 Self-evaluate and assess the business plan Examples: <ul style="list-style-type: none">• Create a written reflection from the beginning to the end of the project.• Create a portfolio that reflectively critiques the learning process of the project, addressing specific learning targets and relating those targets back to specific components.	Self- Assessment Inspires Learning https://www.edutopia.org/bl-og/self-assessment-inspires-learning-lori-desautels
Level 1: Recall and Reproduction	ENT 5.2 Articulate challenges encountered in the project and describe the outcomes	How to Define Project "Success" http://managementhelp.org/misc/defining-success.pdf
Level 3: Strategic Thinking	ENT 5.3 Identify future options and opportunities based on entrepreneurial experience Examples: <ul style="list-style-type: none">• Postsecondary Plan• Continue to college• Secure Funding and Open Business• apprentices, internships, other career training options	The University of South Dakota: Beacom School of Business http://www.usd.edu/business SD Center for Enterprise Opportunity: Women's Business Center http://www.bhsu.edu/sdceo/Home.aspx

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