

*JA Entrepreneurial Mindset*, a one-semester teacher-led course, introduces high school students to the basics of starting a business, including developing entrepreneurial abilities, identifying a business opportunity, creating a business plan, economics, and the stages of business growth.



Students will:

- Learn the necessary concepts applicable to state and national educational standards
- Apply these standards-based concepts to the real world
- Synthesize elective concepts through a cumulative, tangible deliverable (project)
- Analyze a business situation or principle through the use of a case study
- Demonstrate the skills necessary for future career pathway success

Volunteers engage with students through a variety of activities that includes subject matter guest speaking and coaching or advising for case study and project course work. Volunteer activities help students better understand the relationship between what they learn in school, their future career, and their successful participation in today’s global economy.

The following pages outline the JA elective course plan.

| Course Theme  | Theme Topics  | Project Topic   |
|---|---|---|
| <b>Entrepreneurial Abilities, Opportunities, and Market</b> | 1: The Role of an Entrepreneur<br>2: Entrepreneurial Strengths and Talents<br>3: Entrepreneurial Ethical Responsibilities<br>4: Idea Generation | Explore the entrepreneurial mindset and prepare to develop a business plan. Identify the strengths entrepreneurs bring to the start-up team.  |
| <b>Business Plan</b>  | 1: Business Plan for Stakeholders<br>2: Business Plan Elements<br>3: Business Plan Financials<br>4: Sourcing the Plan                           | Identify a potential business idea. Describe the product.   |
| <b>Economics</b>  | 1: Entrepreneurs and the Economy<br>2: Role of Profit<br>3: Function of Price<br>4: International Trade   | Create a business solution. Create a prototype, identify potential customers, evaluate the market for the product, differentiate from competitors, and develop financial projections. |
| <b>Stages of Small Business Growth</b>                      | 1: Start-Up Stage<br>2: Growth Stage<br>3: Expansion Stage<br>4: Maturity Stage   | Create a presentation detailing the components of a business plan.  |

For the guiding standards that are presented below, the legend for reference is as follows:

**CCTC** – Common Career Technical Core.

## THEME 1: ENTREPRENEURIAL ABILITIES, OPPORTUNITIES, AND MARKET

| Session  | Session Description   | Guiding Standards   | Student Learning Objectives  |
|--|---|---|--|
| <p><b>1: The Role of an Entrepreneur</b></p>           | <p>Entrepreneurs are people who identify a need and fill it. The success of an entrepreneur is important to the country because the business contributes to the health of the economy as well as impacting local communities. Entrepreneurs are known to be creative innovators with passion—an excitement to do something. Their passion creates the drive and motivation necessary for success.</p>   | <ul style="list-style-type: none"> <li>• CCTC–CD1: Self-Awareness: Assess personal skills, abilities, and aptitudes and personal strengths and weaknesses as they relate to career exploration and development.</li> <li>• CCTC–Marketing Career Cluster® (MK) 1. Describe the impact of economics, economics systems, and entrepreneurship on marketing.</li> <li>• CCTC–BM3: Explore, develop, and apply strategies for ensuring a successful business career.</li> </ul> | <ol style="list-style-type: none"> <li>1. Explain the terms <i>entrepreneur</i> and <i>intrapreneur</i>.</li> <li>2. Compare and contrast the roles of entrepreneur and employee.</li> <li>3. Describe the impact of entrepreneurs on the local and national economy.</li> </ol>   |
| <p><b>2: Entrepreneurial Strengths and Talents</b></p> | <p>Students learn that successful entrepreneurs (and intrapreneurs) have different personality profiles from other employees and that they have an identifiable set of strengths. They understand that such individuals might run a Fortune 500 company or a nonprofit organization, or they might just enjoy solving problems. Students will see entrepreneurial strengths in everyone and that it is important to know and develop one's own strengths.</p> | <ul style="list-style-type: none"> <li>• CCTC–CD1: Self-Awareness: Assess personal skills, abilities, and aptitudes and personal strengths and weaknesses as they relate to career exploration and development.</li> </ul>  | <ol style="list-style-type: none"> <li>1. Identify characteristics of a successful entrepreneur.</li> <li>2. Compare risks and benefits of choosing to be an entrepreneur.</li> <li>3. Examine personal entrepreneurial qualifications and characteristics.</li> <li>4. Develop a plan for building entrepreneurial skills.</li> </ol> |

## THEME 1: ENTREPRENEURIAL ABILITIES, OPPORTUNITIES, AND MARKET (continued)

| Session  | Session Description   | Guiding Standards  | Student Learning Objectives  |
|--|---|--|--|
| <b>3: Entrepreneurial Ethical Responsibilities</b> | Students learn that entrepreneurs have ethical responsibilities in many dimensions: at the societal level, the organizational level, and the individual level. Students analyze possible actions in response to an ethical dilemma in the workplace and develop an action plan for the business owner. Then, students discuss the importance of a code of ethics and ways of promoting ethical behavior in the workplace.   | <ul style="list-style-type: none"> <li>CCTC–BM 2.2: Demonstrate ethical behaviors in the workplace.</li> </ul>                     | <ol style="list-style-type: none"> <li>1. Define <i>ethics</i> and identify common ethical issues for entrepreneurs.</li> <li>2. Analyze the effect of unethical behavior for a business.</li> <li>3. Identify strategies that promote ethical behavior in a small business.</li> <li>4. Develop a code of ethics for a business venture.</li> </ol>     |
| <b>4: Idea Generation</b>                          | Students learn that entrepreneurship focuses on recognizing and acting upon a business opportunity. Often entrepreneurs' business ideas are generated when they recognize a problem and come up with an idea for a product or service that will solve the problem. Once an entrepreneur has an idea for a business opportunity, they evaluate the idea and determine the best option for starting their business, including whether to work within an existing company or acquire a franchise rather than starting a new business. Students will practice brainstorming business ideas and planning the best way to develop the idea. | <ul style="list-style-type: none"> <li>CCTC–BM-OM 4.9: Use innovation to gain competitive advantage in the marketplace.</li> </ul> | <ol style="list-style-type: none"> <li>1. Identify a problem or need and develop a list of solutions.</li> <li>2. Generate ideas for a product or service that meets customers' needs.</li> <li>3. Evaluate the advantages and disadvantages of starting a new business versus purchasing an existing business or a franchise to fill a need.</li> </ol> |

## THEME 2: BUSINESS PLAN

| Session                                  | Session Description  | Guiding Standards   | Student Learning Objectives   |
|--|--|---|---|
| <b>1: Business Plan for Stakeholders</b> | Students learn that a business proposal needs not just a pitch but a plan. They understand that a business plan provides a roadmap for where a business wants to go, and how it plans to get there. Students learn that business plans have different types of stakeholders—parties with different interests in the future of an enterprise. | <ul style="list-style-type: none"> <li>CCTC–BM 6.1: Explain the nature and scope of quality management practices within a business.</li> </ul>                                  | <ol style="list-style-type: none"> <li>1. Explain the purpose of a business plan.</li> <li>2. Describe the types of business plans.</li> <li>3. Analyze the relevance of the information in a business plan to different stakeholders.</li> </ol>   |
| <b>2: Business Plan Elements</b>         | Students learn about the parts of a business plan by reviewing sample plans. Students analyze samples to determine effective techniques for sharing information in a business plan. They work collaboratively to write a business plan for a business in their community.  | <ul style="list-style-type: none"> <li>CCTC–BM 6.1: Explain the nature and scope of quality management practices within a business.</li> </ul>                                  | <ol style="list-style-type: none"> <li>1. Identify the major elements of a business plan.</li> <li>2. Review sample business plans.</li> <li>3. Determine the information to be included in each element of the business plan.</li> </ol>   |
| <b>3: Business Plan Financials</b>       | Students learn the importance of assessing the costs and revenues of a business. They learn what a balance sheet, an income statement, and a cash-flow statement are used for and the differences between them. Students use financial data to prepare an income statement for a start-up business.  | <ul style="list-style-type: none"> <li>CCTC–FN–ACT 2.1: Classify, record, and summarize financial data.</li> </ul>  | <ol style="list-style-type: none"> <li>1. Assess the costs associated with starting, managing, and growing a start-up business.</li> <li>2. Compare and contrast a cash flow statement, pro forma income statement, and pro forma balance sheet, and interpret the uses of each.</li> <li>3. Prepare a financial statement that could be included in the financial section of a business plan.</li> </ol> |
| <b>4: Sourcing the Plan</b>              | Students learn about the range of options that entrepreneurs have for sourcing funds for their start-ups. Students weigh the pros and cons of the options available and determine the best approach for different start-ups. They research the factors that lenders consider before making loans.  | <ul style="list-style-type: none"> <li>CCTC–BM–MGT.5 Plan, monitor, manage, and maintain the use of financial resources to ensure a business's financial well-being.</li> </ul> | <ol style="list-style-type: none"> <li>1. Identify the steps to take to raise money for a start-up.</li> <li>2. Describe documentation and requirements for getting a loan from a financial institution.</li> <li>3. Evaluate capital options to finance a start-up.</li> </ol>   |

## THEME 3: ECONOMICS

| Session                                 | Session Description  | Guiding Standards   | Student Learning Objectives  |
|---|--|---|--|
| <b>1: Entrepreneurs and the Economy</b> | Students learn about opportunity cost, scarcity, supply, and demand, and how these basic economic principles affect businesses. They analyze entrepreneurs' choices about what they produce and how and for whom they produce it. Students analyze supply and demand and market-clearing price for a given product.                                  | <ul style="list-style-type: none"> <li>CCTC–BM-OM 4.9: Use innovation to gain competitive advantage in the marketplace.</li> </ul>        | <ol style="list-style-type: none"> <li>Define common economic terms.</li> <li>Explain how economic concepts affect entrepreneurial ventures.</li> <li>Analyze the relationship between supply and demand and price.</li> <li>Construct and interpret a demand curve.</li> </ol>  |
| <b>2: Role of Profit</b>                | Students learn about the importance of profit to a business. They will focus on profit-building behaviors and how to invest profits.   | <ul style="list-style-type: none"> <li>CCTC–BM-MGT 8 Create strategic plans used to manage business growth, profit, and goals.</li> </ul> | <ol style="list-style-type: none"> <li>Compute the difference between total revenue and total expenses.</li> <li>Evaluate short- and long-term alternatives for a business to reach profitability.</li> <li>Establish a profit goal for an entrepreneurial venture.</li> <li>Formulate a plan for utilizing profit in a business.</li> </ol> |
| <b>3: Function of Price</b>             | Students review the relationship between price and supply and demand. They learn how production, wholesale, and retail prices are determined. Then students learn about different pricing strategies and the relationship among cost, price, and value.  | <ul style="list-style-type: none"> <li>CCTC–BM-OM 4.9: Use innovation to gain competitive advantage in the marketplace.</li> </ul>        | <ol style="list-style-type: none"> <li>Describe relationship among cost, price, and value.</li> <li>Evaluate scenarios and determine the cost, price, and value in each.</li> <li>Justify why retail prices are so much higher than the manufacturing costs of the product/service.</li> </ol>   |
| <b>4: International Trade</b>           | Students learn about international trade and how and why countries import and export goods. They learn how international trade is based upon specialization and exchange, and compare and contrast some of the benefits of manufacturing overseas versus in the United States. Students research U.S. imports and analyze the benefits of importing. | <ul style="list-style-type: none"> <li>CCTC–BM-MGT 3.1: Describe global trade's impact on business activities.</li> </ul>                 | <ol style="list-style-type: none"> <li>Explain the relationship among trade, imports, and exports.</li> <li>Describe the importance of international trade.</li> <li>Identify products imported into the United States.</li> </ol>   |

## THEME 4: STAGES OF SMALL BUSINESS GROWTH

| Session                   | Session Description  | Guiding Standards   | Student Learning Objectives  |
|---------------------------|--|---|--|
| <b>1: Start-Up Stage</b>  | Students explore the challenges and opportunities entrepreneurs encounter during the start-up stage of the business life cycle. Students also learn more about the types of decisions made during this stage.                                      | <ul style="list-style-type: none"> <li>• CCTC–BM-ADM 1.2: Manage staff growth and development.</li> <li>• CCTC–BM-MGT 7.4: Plan for future company growth to guide company operations.</li> </ul> | <ol style="list-style-type: none"> <li>1. Recognize the four phases of the business life cycle.</li> <li>2. Describe the primary concerns and challenges for businesses in the start-up stage.</li> <li>3. Identify solutions for common start-up challenges.</li> </ol>   |
| <b>2: Growth Stage</b>    | Students explore the challenges and opportunities entrepreneurs encounter during the growth stage of the business life cycle. Students also learn more about the types of decisions made during this stage.  | <ul style="list-style-type: none"> <li>• CCTC–BM-ADM 1.2: Manage staff growth and development.</li> <li>• CCTC–BM-MGT 7.4: Plan for future company growth to guide company operations.</li> </ul> | <ol style="list-style-type: none"> <li>1. Explain the growth stage of the business life cycle for small businesses.</li> <li>2. Describe the primary concerns and challenges for businesses in the growth stage.</li> <li>3. Identify solutions for common challenges in the growth stage.</li> </ol>                          |
| <b>3: Expansion Stage</b> | Students explore the challenges and opportunities entrepreneurs encounter during the expansion stage of the business life cycle. Students also learn more about the risks of expansion and what to consider before making that decision.           | <ul style="list-style-type: none"> <li>• CCTC–BM-ADM 1.2: Manage staff growth and development.</li> <li>• CCTC–BM-MGT 7.4: Plan for future company growth to guide company operations.</li> </ul> | <ol style="list-style-type: none"> <li>1. Describe characteristics of businesses in the expansion stage of the business life cycle.</li> <li>2. Identify methods of expanding a business.</li> <li>3. Analyze expansion options for a small business and determine the most appropriate.</li> </ol>                            |
| <b>4: Maturity Stage</b>  | Students learn about the challenges and opportunities entrepreneurs encounter during the maturity stage of the business life cycle. Students explore the decisions involved updating products and making decisions about the future of a business. | <ul style="list-style-type: none"> <li>• CCTC–BM-ADM 1.2: Manage staff growth and development.</li> <li>• CCTC–BM-MGT 7.4: Plan for future company growth to guide company operations.</li> </ul> | <ol style="list-style-type: none"> <li>1. Describe characteristics of businesses in the maturity stage of the business life cycle.</li> <li>2. Identify options for addressing declining sales in the maturity stage.</li> <li>3. Determine the most appropriate option for a small business in the maturity stage.</li> </ol> |

### Case Study: Developing Ideas

Students learn about the effect of innovation on the business life cycle. Then use the Design Thinking process to identify an innovation for a mature business.