

STEAM High School Business Entrepreneurship Concentration

Concentration Overview

This pathway is designed to prepare students for careers and further education and training in the world of business, specifically entrepreneurship. Specific careers may include, but are not limited to: entrepreneur, intrapreneur, chief executive officer, general managers, business and development manager, operations managers, management analysis, public organization manager, manufacturing manager, purchasing manager, and small business owner. Students will learn concepts and techniques for planning entrepreneurial

ventures, using design thinking and business model development. Students will learn about financial statements, marketing principles, sales and customer service, and basic economic principles for successful operation. Students will:

- Participate in creative, collaborative problem-solving using creativity to suggest innovative approaches
- Demonstrate effective and efficient communication
- Demonstrate understanding of economics and finance
- Apply technology and tools to promote and maximize business
- Develop career ready skills and a personal plan

Students will balance individual skills with group development skills including collaboration, communication, critical thinking, creativity, problem solving, perseverance, information literacy, technology skills, and digital literacy. They will develop awareness of motivating and supporting others including an awareness of diversity, ethical business practices and social responsibility. Students will pursue certification as Microsoft specialist in Word and Excel.

At the end of the four years, students will be able to:

- Recognize that entrepreneurs possess unique characteristics and evaluate the degree to which they possess or can develop those characteristics.
- Understand and implement design thinking and business model development.
- Apply economic concepts when making decisions for an entrepreneurial enterprise.
- Utilize financial concepts and tools in making data-based decisions.
- Analyze how forms of business ownership, government regulations, global trends and ethics impact entrepreneurial ventures.
- Demonstrate use of marketing principles and recognize importance for diversity, equity, and inclusion.
- Implement a business plan and evaluate their failures leading to success.

Level	Quarter	Driving Question/Project	Units of Study
1 9th Grade	1	What makes an entrepreneur an entrepreneur? Project 1	<ul style="list-style-type: none"> • Introduction to Entrepreneurship <ul style="list-style-type: none"> ◦ What is an entrepreneur? ◦ What skills does an entrepreneur exhibit? ◦ What does an entrepreneur do? ◦ Why does an entrepreneur risk failure? • Personal goal development
	2	Why are there all kinds of businesses? Project 2	<ul style="list-style-type: none"> • Presentations and public speaking • Introduction to types of business and business vocabulary • Technology tools for business
	3	How do entrepreneurs generate and evaluate ideas to move to action? Project 3	<ul style="list-style-type: none"> • Professional conduct and meetings of all types • Ethical and effective use of social media • Design thinking and problem-solving process • Generation and evaluation of ideas • Application of technology tools
	4	How do entrepreneurs manage and grow funds? Project 4	<ul style="list-style-type: none"> • Budgeting and basic accounting • Basic banking and accounting • Introduction to investments, stock market and global thinking • Introduction to data- driven decision making • Reflection of personal growth
2 10th Grade	1	Why is entrepreneurship important? Project 1	<ul style="list-style-type: none"> • Application of Entrepreneur Skills and Traits to Address Problem or Need (culminating in case study) • Application of technology tools • Professional use of email and social media
	2	How do entrepreneurs lay a foundation for financial success? Project 2	<ul style="list-style-type: none"> • Banking and Credit • Cost and Profit Relationship • Risk Management • Financial Statements

			<ul style="list-style-type: none"> • Pricing Strategies • Application of technology tools
	3	What core beliefs drive you? How do entrepreneurs' values and beliefs influence business practices? Project 3 and possible 4	<ul style="list-style-type: none"> • Ethics in Business • Determining who you want to be as a business leader • Application of technology tools
	4	Driving Question: How can I implement visioning to obtain goals for a career pathway? Project 4/5-	<ul style="list-style-type: none"> • Career exploration • Current trends and futuring for themselves and the next big idea • Entrepreneurial mind-set • Personal goals and reflections • Application of technology tools
3 11 th Grade	1	How does an entrepreneur achieve success? Project 1	<ul style="list-style-type: none"> • Career Development: Study of local or national entrepreneur- problem, response, failures, traits, skills, • Self-analysis, reflection and goal setting
	2	What is a need or problem within this school that we can solve? Project 2	<ul style="list-style-type: none"> • Development of pro forma business plans • Financing startups • Role of taxes • Legal and regulatory considerations
	3	What is a need or problem within this school that we can solve? (continued) Project 2 Continued	<ul style="list-style-type: none"> • Elements of promotion • Purpose of branding • Applying research to reach an audience
	4	How can social media be used to market myself as an entrepreneur and leader? Project 3	<ul style="list-style-type: none"> • Global orientation and impact • Leadership for diversity, equity inclusion and identifying bias • Marketing yourself
4 12 th Grade	1	How might I demonstrate entrepreneurship to solve a problem or meet a need? Project 1	<ul style="list-style-type: none"> • Identification of a need or problem and applying a design or SWOT process • Creating a plan based on feasibility, financing and market analysis • Articulation of vision and mission to make a successful pitch
	2	How might I demonstrate entrepreneurship to solve a problem or meet a need? (Continued) Project 1- continued	<ul style="list-style-type: none"> • Moving from ideas to action with market analysis, financing, regulations, recovery from failure • Establishing and retaining clientele • Resources and networks for small businesses
	3	How might I demonstrate entrepreneurship to solve a problem or meet a need? Project 1-continued	<ul style="list-style-type: none"> • Using data-based decision making to respond issues • Promotion of business, service, or product • Importance of customer service • Looking at how an entrepreneurial venture becomes integrated into a community
	4	How might I demonstrate entrepreneurship to solve a problem or meet a need? Who am I as an entrepreneur? Project 1- Completion and evaluation of project Project 2	<ul style="list-style-type: none"> • Flexing and growing a business for future • Basic hiring and retaining employees • Who am I as an entrepreneur: Creating a resume, portfolio, and professional social presence?

STEAM High School

Business Entrepreneurship Concentration

Course Syllabus

Level 1

Concentration Overview

This pathway is designed to prepare students for careers and further education and training in the world of business, specifically entrepreneurship. Specific careers may include, but are not limited to: entrepreneur, intrapreneur, chief executive officer, general managers, business and development manager, operations managers, management analysis, public organization manager, manufacturing manager, purchasing manager, and small business owner. Students will learn concepts and techniques for planning entrepreneurial ventures, using design thinking and business model development. Students will learn about financial statements, marketing principles, sales and customer service, and basic economic principles for successful operation. Students will:

- Participate in collaborative problem-solving using creativity to suggest innovative approaches.
- Demonstrate effective and efficient communication.
- Demonstrate understanding of economics and finance.
- Apply technology and tools to promote and maximize business.
- Develop career ready skills and a personal plan.

Students will balance individual skills with group development skills including collaboration, communication, critical thinking, creativity, problem solving, perseverance, information literacy, technology skills, and digital literacy. They will develop awareness of motivating and supporting others including an awareness of diversity, ethical business practices and social responsibility. Students will pursue certification as Microsoft specialist in Word and Excel.

At the end of the four years, students will be able to:

- Recognize that entrepreneurs possess unique characteristics and evaluate the degree to which they possess or can develop those characteristics.
- Understand and implement design thinking and business model development.
- Apply economic concepts when making decisions for an entrepreneurial enterprise.
- Utilize financial concepts and tools in making data-based decisions.
- Analyze how forms of business ownership, government regulations, global trends and ethics impact entrepreneurial ventures.
- Demonstrate use of marketing principles and recognize importance for diversity, equity, and inclusion.
- Implement a business plan and evaluate their failures leading to success.

Course Description

In this foundational course, students will explore career development and what it means to be an entrepreneur or intrapreneur. They will assess their personal skills and articulate goals for further self-growth around areas such as communication, creativity, risk-taking, collaboration, adaptability, and critical thinking. They will examine local and national business leaders and growth of local and national businesses. Basic budgeting, accounting, banking, communication and presentation skills will be a focus. They will hone their expertise in Microsoft Word and Excel. They will participate and run meetings both in person and virtually to demonstrate professional behaviors and norms. Students will explore ethical and effective use of social media.

All students will engage in project-based learning at a minimum of a project each quarter. Intrinsic to project-based learning is to examine a driving question or identify a problem by articulating what is already known, and what students need to know to answer the question. Students are guided to develop and execute a plan culminating in a presentation or product demonstrating their response to the initial question or problem. This process concludes with self-reflection regarding their learning. In this foundational level projects will focus on self-assessment of skills, risk taking, lessons from entrepreneurs and a plan for their continued growth. Projects focusing on social problems and how entrepreneurs seek to meet a need and how entrepreneurs embrace and recover from failure will be key.

Work-Based Learning

Students will be connected with local and national entrepreneurs and intrapreneurs throughout their learning experiences especially as they complete project-based learning experiences. These professional connections may include interviews, field trips to local businesses, job shadowing and career coaching. It is expected that these experiences will lead to opportunities for direct job training and real-world experience. Students will create

and maintain a portfolio of their experiences to document the development of their skills, including a professional resume.

Additional Learning Opportunities

- **Micro-credentials:** Students may pursue learning experiences and credentials depending on the requirements of the project that they are involved in. Some examples for this pathway include, but are not limited to:
 - Microsoft Office Specialist: Word Associate
 - Microsoft Office Specialist: Excel Associate
- **Summer Bridge Enrichment:** Students will have the opportunity to participate in cross-curricular Summer Bridge programs to enhance and enrich their skills. Students will explore and create solutions that address authentic needs in the school and wider community with the involvement of local industry professionals. Students will build on skills learned during the school year to work collaboratively with students from other pathways and programs.

Pre-Requisites

N/A

Course Objectives

Upon completion of this course students will know and be able to:

- Describe goals and importance of entrepreneurship and intrapreneurship.
- Describe unique skills and mindset of entrepreneurs and intrapreneurs.
- Examine career opportunities for entrepreneurs and intrapreneurs.
- Identify types of business ownership and trends in entrepreneurship.
- Evaluate their current skills, traits and mind-set for entrepreneurship and articulate a personal growth goal for the school year.
- Demonstrate effective written, oral and electronic communication.
- Demonstrate professional standards for communication, attendance and decorum.
- Recognize group dynamics and demonstrate collaboration.
- Apply skills in Microsoft Word and Excel.
- Present confidently and competently to a group.
- Identify and apply a design-based problem-solving method.
- Explain market forces including global trends.
- Compare and contrast types of investments.
- Demonstrate use of basic accounting tools and records.

Integrated High School Academics

N/A

Concurrent College Enrollment

TBD

Equipment and Supplies

- **School will provide:** All tools including technology, equipment and supplies to complete projects
- **Student will provide:** N/A

Textbook

TBD (Resource: NFTE- Network for Teaching Entrepreneurship and EntreSkills (<https://entreskills.org>))

Grading

10% Classwork assignments
10% Journal
80% Projects and presentations, (rubric)

Additional Course Policies

Students are expected to:

- Meet all deadlines and be on time. Deadlines and being on time are a major part of being a professional.
- Produce their best work, including being prepared for presentations.
- Participate in class including contributing to discussions and critiquing their own and others' work, as well as diligently working on their own projects.

- Seek help when needed.
- Be attentive, ask questions if they do not understand something, and offer their opinions.
- Use Microsoft 365 for preparing and sharing all work.
- Give credit and use proper citations for all research and project ideas.

Course Calendar

Quarter	Driving Question/Project	Units of Study
1	<p>What makes an entrepreneur an entrepreneur?</p> <p>Possible Project 1: Study of an entrepreneur and their skills, mind-set, failures and successes</p>	<ul style="list-style-type: none"> • Introduction to entrepreneurship <ul style="list-style-type: none"> ◦ What is an entrepreneur? ◦ What skills does an entrepreneur exhibit? ◦ What does an entrepreneur do? ◦ Why does an entrepreneur risk failure? • Personal goal development
2	<p>Why are there all kinds of businesses?</p> <p>Possible Project 2: Group presentation of a local business including the type of business (purpose) and type of ownership. Includes interviews or correspondence with local businesses.</p>	<ul style="list-style-type: none"> • Presentations and public speaking • Introduction to types of business and business vocabulary • Technology tools for business
3	<p>How do entrepreneurs generate and evaluate ideas to move to action?</p> <p>Possible Project 3: Group presentations on a current problem utilizing the SWOT process and analysis.</p>	<ul style="list-style-type: none"> • Professional conduct and meetings of all types • Ethical and effective use of social media • Design thinking and problem-solving process • Generation and evaluation of ideas • Application of technology tools
4	<p>How do entrepreneurs manage and grow funds?</p> <p>Possible Project 4: If I had \$200,000, how might I grow the funds?</p>	<ul style="list-style-type: none"> • Budgeting and tools • Basic banking and accounting • Introduction to investments, stock market and global thinking • Introduction to data- driven decision making • Reflection of personal growth and goals

**STEAM High School
Business Entrepreneurship Concentration
Scope and Sequence
Level 1**

First Quarter

Driving Question: What makes an entrepreneur an entrepreneur?

Possible project 1: Study of an entrepreneur and their skills, mind-set, failures and successes

Unit	Key Questions	Key Learning Targets (Students will know and be able to:)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
Introduction to entrepreneurship	<ul style="list-style-type: none"> • What is an entrepreneur? • What skills and traits does an entrepreneur exhibit? • What does an entrepreneur do? • Why does an entrepreneur risk failure? 	<ul style="list-style-type: none"> • Explain the concept of entrepreneurship and intrapreneurship. • Describe goals of being an entrepreneur. • Describe the unique skills and mindset of an entrepreneurial. • Examine career opportunities in entrepreneurship. • Explore trends in entrepreneurship. • Identify local and national entrepreneurs. • Develop concise and effective questions. 	<ul style="list-style-type: none"> • Project • Journal • Self-assessment • Class presentations • Classwork/research 	Career Ready Practices CRP 4,7,10	ELA 9-10 R 1,2,4 9-10 W 1,2,5,6,7 9-10 SL 1,2,3,4,5,6 9-10 L 1,2,3,4,5,6
				Cluster Standards BM 3	Literacy WHST 3,5
				Pathway Standards	Math Science
Personal career goal development	<ul style="list-style-type: none"> • What is my personal goal? 	<ul style="list-style-type: none"> • Reflect on their current skill, traits and mindset regarding entrepreneurship and evaluate their entrepreneurial characteristics and mind-set. • Articulate a goal for personal growth for the school year. 	<ul style="list-style-type: none"> • Journal • Self-assessment • Class presentations • Classwork/research 	Career Ready Practices CRP 4,10	ELA 9-10 W 1,2
				Cluster Standards BM 3	Literacy WHST 4
				Pathway Standards	Math Science

Second Quarter-Level 1

Driving Question: Why are there all types of businesses?

Possible project 2: Group presentation of a local business including the type of business (purpose) and type of ownership. Includes interviews or correspondence with local businesses.

Unit	Key Questions	Key Learning Targets (Students will know and be able to:)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
Presentations and public speaking	<ul style="list-style-type: none"> • What makes good communication skills- both written and spoken? • What does it mean to present as a professional? 	<ul style="list-style-type: none"> • Describe the communication process and the importance of listening and speaking skills and their relationship to job performance. • Describe the importance of good reading and writing skills and their relationship to job performance. • Demonstrate effective communication using verbal and writing skills. • Communicate effectively using electronic communication devices. • Explore how visual aids assist in presentations. • Demonstrate professional standards and employability skills (attendance, collaboration). • Explain the importance of social skills and identify ways good social skills are applied in business. • Describe how to work in a team environment and how to be an effective leader. • Explain and demonstrate how to resolve conflicts with co-workers and supervisors. • Demonstrate how to give and receive constructive criticism. • Identify and describe various social issues of concern in the workplace. 	<ul style="list-style-type: none"> • Project • Written and verbal assignments • Self- assessment • Journal • Classwork/quizzes 	Career Ready Practices CRP 1,4,7,10,12 Cluster Standards BM 3 MK 5 Pathways Standards MK-COM 1	ELA 9-10 R 1,4 9-10 W 1,2,5,6,7 9-10 SL 1,2,3,4,5,6 9-10 L 1,2,3,4,5,6 Literacy RST 2,7 WHST 5 Math Science
Introduction to business- focus, types of ownership and common vocabulary	<ul style="list-style-type: none"> • What are common business terms? • What are the core types of business? • What types of ownership are common? 	<ul style="list-style-type: none"> • Apply correct use of common business terms. • Identify types of businesses with purpose and examples of each type. • Identify types of business ownership. • Articulate differences in the types of business ownership and provide examples of each. 	<ul style="list-style-type: none"> • Project • Written and verbal assignments • Self- assessment • Journal • Classwork/quizzes 	Career Ready Practices CRP 2,4 Cluster Standards BM 2 MK 1 Pathway Standards BM-BIM 1	ELA 9-10 R 1,2,3,4 9-10 W 1,2,3,5 9-10 SL 1,2,3,4,5,6 9-10 L 1,2,3,4,6 Literacy RST 2,4 WHST 5 Math Science
				Career Ready Practices	ELA 9-10 L 1,2

Second Quarter-Level 1

Driving Question: Why are there all types of businesses?

Possible project 2: Group presentation of a local business including the type of business (purpose) and type of ownership. Includes interviews or correspondence with local businesses.

Unit	Key Questions	Key Learning Targets (Students will know and be able to:)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
Technology tools for business	<ul style="list-style-type: none"> How are Microsoft Word and Excel used as tools? 	<ul style="list-style-type: none"> Demonstrate proficiency in use of common business tools such as Microsoft Word and Excel. 	<ul style="list-style-type: none"> Microsoft certification as specialist in Excel and Word (will extend beyond this quarter/year) 	CRP 11	
				Cluster Standards BM 5	Literacy RST 1,4
				Pathway Standards BM-BIM 3	Math Science

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Third Quarter-Level 1

**Driving Question: How do entrepreneurs generate and evaluate ideas to move to action?
Possible project 3: Group presentations on a current problem utilizing the SWOT process and analysis.**

Unit	Key Questions	Key Learning Targets (Students will know and be able to:)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
Application of technology tools to be efficient and productive	<ul style="list-style-type: none"> How does technology help efficiency and productivity? 	<ul style="list-style-type: none"> Continue to explore use of Microsoft tools such as word and Excel. 	<ul style="list-style-type: none"> Microsoft certification as specialist in Excel and Word (will extend beyond this quarter/year) 	Career Ready Practices CRP 11	ELA 9-10 L 1,2
				Cluster Standards BM 5	Literacy RST 1,4
				Pathway Standards BM-BIM 3	Math Science
Ethical and effective use of social media	<ul style="list-style-type: none"> How do I develop my skills for employability? 	<ul style="list-style-type: none"> Demonstrate use of email, text and review of products/services on social media incorporating professional and business terms. 	<ul style="list-style-type: none"> Review of a product or service on social media platform Use of professional conventions 	Career Ready Practices CRP 1,4,9,11	ELA 9-10 W 1,2,3,4 9-10 SL 1,3,4,5,6 9-10 L 1,2,3,5,6
				Cluster Standards BM 2,3	Literacy RST 1,4 WHST 2
				Pathway Standards MK-COM 1	Math Science
Professional conduct-virtually and in person meetings and presentations	<ul style="list-style-type: none"> What makes a meeting or presentation productive? 	<ul style="list-style-type: none"> Identify essential elements for efficient and productive meetings both in person and virtually. Demonstrate how to be an active and productive participant in meetings. Demonstrate how to lead or facilitate a meeting. Demonstrate how to conduct a presentation. 	<ul style="list-style-type: none"> Simulations of meetings with students having varied roles Assignments/written tasks Journal 	Career Ready Practices CRP 1,4,9,12	ELA 9-10 R 1,2,4 9-10 W 1,2,3 9-10 SL 1,2,3,4,5,6 9-10 L 1,2,3,4,5,6
				Cluster Standards BM 3	Literacy RST 1,4 WHST 4
				Pathway Standards	Math Science

Third Quarter-Level 1

**Driving Question: How do entrepreneurs generate and evaluate ideas to move to action?
Possible project 3: Group presentations on a current problem utilizing the SWOT process and analysis.**

Unit	Key Questions	Key Learning Targets (Students will know and be able to:)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
Design thinking and problem-solving process	<ul style="list-style-type: none"> • What is a problem-solving model? • What is design thinking? 	<ul style="list-style-type: none"> • Explain how a problem-solving process assists in decision making. • Explain what is design thinking. • Apply problem solving process utilizing SWOT analysis: strengths, weakness, opportunities, threats. 	<ul style="list-style-type: none"> • Project • Class assignments/research 	Career Ready Practices CRP 1,4,5,6,7,8,12	ELA 9-10 R 1,2,4,5 9-10 W 1,2,3,6,7 9-10 SL 1,2,3,4,5,6 9-10 L 1,2,3,4
				Cluster Standards BM 1 MK 1,2,5 FN 1	Literacy RST 1,4
				Pathway Standards BM-BIM 2,3 BM-MGT 2 MK-MGT 6 MK-RES 1,2,3 FB-BFN 4	Math Science
Generation and evaluation of ideas	<ul style="list-style-type: none"> • How do entrepreneurs generate and evaluate ideas? 	<ul style="list-style-type: none"> • Explain how entrepreneurs generate ideas (types of problems). 	<ul style="list-style-type: none"> • Assignments/written tasks • Journal 	Career Ready Practices CRP 1,4,5,6,7,8,12	ELA 9-10 W 5,6,7 9-10 SL 1,2,3,4,5,6 9-10 L 1,2,3,4
				Cluster Standards BM 1 MK 1,2,5	Literacy RST 1,4
				Pathway Standards MK-MGT 6 MK-RES 1,2,3	Math Science

Fourth Quarter-Level 1

Driving Question: How do entrepreneurs manage and grow funds?

Possible project 4: If I had \$200,000 how might I grow the funds? Project involving goals, budgeting, investing, accounting

Unit	Key Questions	Key Learning Targets (Students will know and be able to:)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
Budgeting and tools	<ul style="list-style-type: none"> • How is a budget developed and evaluated? • What are tools that assist with budgeting such as QuickBooks? 	<ul style="list-style-type: none"> • Identify key elements of budget development. • Demonstrate development of a mock budget. • Demonstrate proficiency with budgeting and accounting tools such as Quick Books. 	<ul style="list-style-type: none"> • Project involving goals, budgeting, investing, accounting • Class assignments/quizzes • Journal • Use of technology tools such as Quick Books or similar tool • Class presentations 	Career Ready Practices CRP 1,2,3,4,5,11	ELA 9-10 R 1,8 9-10 W 1,2,3 9-10 SL 1,2,3,4,5,6 9-10 L 1,2,3,4,6
				Cluster Standards BM 1,4, FN 1,2,9,12	Literacy RST 1,4
				Pathway Standards BM-BIM 2,3 BM-MGT 5 FB-BFN 2	Math Science
Basic banking and accounting	<ul style="list-style-type: none"> • How do banks operate? • What are options for moving money? 	<ul style="list-style-type: none"> • Identify types of banking accounts. • Identify ways to move money. 	<ul style="list-style-type: none"> • Project involving goals, budgeting, investing, accounting • Class assignments/quizzes • Journal • Use of technology tools such as Quick Books or similar • Class presentations 	Career Ready Practices CRP 1,2,3,4,5,11	ELA 9-10 R 1,2,4 9-10 W 1,2,3,6,7 9-10 SL 1,2,3,4,5,6 9-10 L 1,2,3,4,6
				Cluster Standards BM 1 FN 6,7,8,9	Literacy RST 1,4
				Pathway Standards BM-BIM 1,2 FN-BFN 2	Math Science
Introduction to investments, stock market and global thinking	<ul style="list-style-type: none"> • What are options for investing money? • How does the stock market influence business decisions? • How do global influences impact business decisions? 	<ul style="list-style-type: none"> • Identify investment options and articulate risks and benefits. • Identify ways to move money. • Analyze stock market forces. • Explain how global influences impact markets. 	<ul style="list-style-type: none"> • Project involving goals, budgeting, investing, accounting • Class assignments/quizzes • Journal • Use of technology tools such as Quick Books or similar • Class presentations 	Career Ready Practices CRP 1,2,3,4,5,7,11	ELA 9-10 R 1,2,4 9-10 W 1,2,3,6,7 9-10 SL 1,2,3,4,5,6 9-10 L 1,2,3,4,6
				Cluster Standards BM 1 FN 1,2,9,12	Literacy RST 1,4
				Pathway Standards BM-BIM 2 BM-MGT 1,3,5 FN-BFN 1,2	Math Science
				Career Ready Practices	ELA 9-10 R 1,2,4

Fourth Quarter-Level 1

Driving Question: How do entrepreneurs manage and grow funds?

Possible project 4: If I had \$200,000 how might I grow the funds? Project involving goals, budgeting, investing, accounting

Unit	Key Questions	Key Learning Targets (Students will know and be able to:)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
Introduction to data driven decision making	<ul style="list-style-type: none"> What is the role of short- and long-term data on financial goals? 	<ul style="list-style-type: none"> Explain what data may be useful in making financial decisions. Explain how a financial decision can impact other financial elements. 	<ul style="list-style-type: none"> Project involving goals, budgeting, investing, accounting Class assignments/quizzes Journal Use of technology tools such as Quick Books or similar Class presentations 	CRP 1,2,3,4,5,7,11	9-10 W 1,2,3,6,7 9-10 SL 1,2,3,4,5,6 9-10 L 1,2,3,4,6
				Cluster Standards BM 1,5,6 FN 1,2,9,12	Literacy RST 1,4
				Pathway Standards BN-BIM 2,3 BN-MGT 2	Math Science
Reflection of personal growth and career goals	<ul style="list-style-type: none"> How have I grown professionally with a mindset for a career as an entrepreneur or intrapreneur? 	<ul style="list-style-type: none"> Revisit goals and self-evaluate 	<ul style="list-style-type: none"> Journal 	Career Ready Practices CRP 3,10	ELA 9-10 W 2,3,4,5 9-10 SL 1,2,3,4,5,6 9-10 KL 1,2,3,4,5,6
				Cluster Standards BM 3	Literacy WHST 4
				Pathway Standards	Math Science
Application of technology tools to be efficient and productive	<ul style="list-style-type: none"> How does technology help efficiency and productivity? 	<ul style="list-style-type: none"> Continue to explore use of Microsoft tools such as word and Excel. 	<ul style="list-style-type: none"> Microsoft certification as specialist in Excel and Word (will extend beyond this quarter/year) 	Career Ready Practices CRP 11	ELA 9-10 L 1,2,3
				Cluster Standards BM 5	Literacy RST 1,4
				Pathway Standards BM-BIM 3	Math Science

STEAM High School

Business Entrepreneurship Concentration

Course Syllabus

Level 2

Concentration Overview

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- Participate in collaborative problem-solving using creativity to suggest innovative approaches.
- Demonstrate effective and efficient communication.
- Demonstrate understanding of economics and finance.
- Apply technology and tools to promote and maximize business.
- Develop career ready skills and a personal plan.

Students will balance individual skills with group development skills including collaboration, communication, critical thinking, creativity, problem solving, perseverance, information literacy, technology skills, and digital literacy. They will develop awareness of motivating and supporting others including an awareness of diversity, ethical business practices and social responsibility. Students will pursue certification as Microsoft specialist in Word and Excel.

At the end of the four years, students will be able to:

- Recognize that entrepreneurs possess unique characteristics and evaluate the degree to which they possess or can develop those characteristics.
- Understand and implement design thinking and business model development.
- Apply economic concepts when making decisions for an entrepreneurial enterprise.
- Utilize financial concepts and tools in making data-based decisions.
- Analyze how forms of business ownership, government regulations, global trends and ethics impact entrepreneurial ventures.
- Demonstrate use of marketing principles and recognize importance for diversity, equity, and inclusion.
- Implement a business plan and evaluate their failures leading to success.

Course Description

The second year builds on the basics introduced in year one to dive deeper into entrepreneurial practices. Students will continue to explore traits and skills of entrepreneurs and intrapreneurs. Experience with technology tools and problem-solving processes will continue. Deeper focus on banking, credit, profit analysis, risk management, pricing strategies and financial analysis will be included. Additional attention will be paid to national and global ethics in entrepreneurial enterprises. The final quarter will include students developing a future vision for themselves as entrepreneurs and picturing themselves at different stages of a career. At the end of the year, students will be prepared to implement an in-school entrepreneurial experience.

All students will engage in project-based learning at a minimum of a project each quarter. Intrinsic to project-based learning is to examine a driving question or identify a problem by articulating what is already known, and what they need to know to answer the question. Students are guided to develop and execute a plan culminating in a presentation or product demonstrating their response to the initial question or problem. This process concludes with self-reflection regarding their learning. In the second year, projects will focus on why entrepreneurship is important, how entrepreneurs lay the foundation for success and rebound from failure, examine current ethical dilemmas and futuring for themselves. At least 1 project will include interviewing and studying an entrepreneur, perhaps with a shadow experience.

Work-Based Learning

Students will be connected with local and national entrepreneurs and intrapreneurs throughout their learning experiences especially as they complete project-based learning experiences. These professional connections may include interviews, field trips to local businesses, job shadowing and career coaching. It is expected that these experiences will lead to opportunities for direct job training and real-world experience. Students will create

and maintain a portfolio of their experiences to document the development of their skills, including a professional resume.

Additional Learning Opportunities

- **Micro-credentials:** Students may pursue learning experiences and credentials depending on the requirements of the project that they are involved in. Some examples for this pathway include, but are not limited to:
 - Microsoft Office Specialist: Word Associate
 - Microsoft Office Specialist: Excel Associate
- **Summer Bridge Enrichment:** Students will have the opportunity to participate in cross-curricular Summer Bridge programs to enhance and enrich their skills. Students will explore and create solutions that address authentic needs in the school and wider community with the involvement of local industry professionals. Students will build on skills learned during the school year to work collaboratively with students from other pathways and programs.

Pre-Requisites

Business Entrepreneurship Level 1

Course Objectives

Upon completion of this course students will know and be able to:

- Demonstrate professional use of email and social media.
- Obtain certification as specialist in Word and Excel.
- Compare and contrast different types of banking accounts.
- Analyze types of investments.
- Articulate the purpose of credit score.
- Demonstrate ability to analysis and evaluate different loan options.
- Analyze strategies to that can be used to manage risks of business.
- Evaluate health of a business from a financial statement and balance sheets.
- Explain law of supply and demand.
- Evaluate the impact of pricing and breakeven point.
- Identify ethical and unethical business practices.
- Analyze current ethical dilemma faced by a business and the impact of resulting actions.
- Conduct a professional interview.
- Assess their growth and current skills and traits.
- Create a vision for themselves across varied points in a career.

Integrated High School Academics

N/A

Concurrent College Enrollment

TBD

Equipment and Supplies

- **School will provide:** All tools including technology, equipment and supplies to complete projects
- **Student will provide:** N/A

Textbook

TBD (Resource: NFTE- Network for Teaching Entrepreneurship and EntreSkills (<https://entreskills.org>))

Grading

10% Classwork assignments
10% Journal
80% Projects and presentations, (rubric)

Additional Course Policies

Students are expected to:

- Meet all deadlines and be on time. Deadlines and being on time are a major part of being a professional.
- Produce their best work, including being prepared for presentations.
- Participate in class including contributing to discussions and critiquing their own and others' work, as well as diligently working on their own projects.

- Seek help when needed.
- Be attentive, ask questions if they do not understand something, and offer their opinions.
- Use Microsoft 365 for preparing and sharing all work.
- Give credit and use proper citations for all research and project ideas.

Course Calendar

Quarter	Driving Question/Project	Units of Study
1	<p>Why is entrepreneurship important?</p> <p>Possible project 1 Interview (shadow) an entrepreneur and analyze their problem solving, collaboration, adaptability, and creativity in relation to solving a problem or need to determine what their impact is on society and/or economy.</p>	<ul style="list-style-type: none"> • Case study highlighting application of entrepreneur skills and traits to address problem or need • Application of technology tools • Professional use of email and social media
2	<p>How do entrepreneurs lay a foundation for financial success?</p> <p>Possible project 2 Examining how national or local business entrepreneurs established a foundation for financial success.</p>	<ul style="list-style-type: none"> • Banking and credit • Cost and profit relationship • Risk management • Financial statements • Pricing strategies • Application of technology tools
3	<p>What core beliefs drive you? How do entrepreneurs' values and beliefs influence business practices?</p> <p>Possible project 3 What's the deal about a cake? Spotify? Political donations? Class presentation on a national or local business acting on beliefs and the impact.</p> <p>Possible project 4 Develop and present your elevator speech.</p>	<ul style="list-style-type: none"> • Ethics in business • Determining who you want to be as a business leader • Application of technology tools
4	<p>How can I implement visioning to obtain goals for a career pathway?</p> <p>Possible project 5 Career visioning- What will your career look like in 2,6,10,20,30 years?</p>	<ul style="list-style-type: none"> • Career exploration • Current trends and futuring for themselves and the next big idea • Entrepreneurial mind-set • Personal goals and reflections • Application of technology tools

**STEAM High School
Business Entrepreneurship Concentration
Scope and Sequence
Level 2**

First Quarter

Driving Question: Why is entrepreneurship important?

Possible project 1: Interview (shadow) an entrepreneur and analyze their problem solving, collaboration, adaptability, and creativity in relation to solving a problem or need to determine what their impact is on society and/or economy.

Unit	Key Questions	Key Learning Targets (Students will know and be able to:)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
Case study highlighting application of entrepreneur skills and traits to address problem or need	<ul style="list-style-type: none"> How do business entrepreneurs apply a problem-solving process (SWOT)? How do business entrepreneurs demonstrate collaboration? How do business entrepreneurs demonstrate adaptability? How do business entrepreneurs demonstrate creativity? Why is entrepreneurship important for our society and economy? How do I demonstrate problem solving, collaboration, adaptability, and creativity? 	<ul style="list-style-type: none"> Identify and provide examples of problem solving. Provide examples of collaboration. Identify and provide examples of adaptability. Identify and provide examples of creativity. Articulate and provide examples of when entrepreneurship impacted society or the economy. Formulate a goal for their learning for the year. 	<ul style="list-style-type: none"> Project Written assignments Journal 	Career Ready Practices CRP 4,7,10	ELA 9-10 R 1,3,6,8 9-10 W 1,2,3,5,6,7 9-10 SL 1,2,3,4,5,6 9-10 L 1,2,3,4,6
				Cluster Standards BM 3,6	Literacy RST 2 WHST 4
				Pathway Standards BM-BIM 4, 7	Math
Application of technology tools through certification as Microsoft specialist	<ul style="list-style-type: none"> What are standard technology tools for business use? 	<ul style="list-style-type: none"> Pursue certification in Word and Excel. 	<ul style="list-style-type: none"> Certification as Microsoft Specialist by passing exam for Word and Excel 	Career Ready Practices CRP 4,11	ELA 9-10 L 1,2,3
				Cluster Standards BM 5	Literacy RST 1,4
				Pathway Standards BM-BIM 3	Math
Professional use of email and social media	<ul style="list-style-type: none"> How does one clearly and concisely communicate through social media? 	<ul style="list-style-type: none"> Articulate norms for email communication for business use. Articulate norms for social media communication for professional use. 	<ul style="list-style-type: none"> Written tasks and assignments 	Career Ready Practices CRP 4,9,11	ELA 9-10 W 2,3 9-10 SL 1,2,3,4,5,6 9-10 L 1,2,3,4,5,6
				Cluster Standards BM 2,3	Literacy WHST 4
				Pathway Standards MK-COM 1	Math
					Science

Second Quarter-Level 2

Driving Question: How do entrepreneurs lay a foundation for financial success?

Possible project 2: Examining how national or local business entrepreneurs established a foundation for financial success.

Unit	Key Questions	Key Learning Targets (Students will know and be able to:)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
Banking and credit	<ul style="list-style-type: none"> • What are types of banking accounts? • How are investments a way to grow money? • How are protections for banking accounts and investments different? • How is credit score determined? • What is the impact of credit score? • How do you determine the most advantageous loan over time? 	<ul style="list-style-type: none"> • Identify essential elements of differing banking and investment options. • Compare and contrast banking and investment options to evaluate benefits and risks. • Articulate how a credit score is determined. • Identify how to check a credit score. • Examine loan rates depending on varied points of credit scores. • Explore basic financing through loans. • Identify types of loans. • Demonstrate determining current loan rates. • Explain compounding interest. • Demonstrate the impact of compounding interest over time. • Determine what is the most advantageous loan rate given a set of variables. 	<ul style="list-style-type: none"> • Project • Written assignments/tasks • Quizzes/test • Journal 	Career Ready Practices CRP 2,3,4,5,7,8	ELA 9-10 R 1,2,4,6,8,9 9-10 W 1,2,3,5,6,7 9-10 SL 1,2,3,4,5,6 9-10 L 1,2,3,4,6
				Cluster Standards BM 1 FN 1,2,9,12,14	Literacy RST 1,4
				Pathways Standards BM-BIM 2 BM-MGT 5 FN-BFN 1,2,4	Math Science
Cost and profit relationship	<ul style="list-style-type: none"> • How do you determine the relationship between profit and loss? • What is a feasible amount of loss? 	<ul style="list-style-type: none"> • Explore the relationship between profit and loss. • Determine break even points. • Explain good debt. 	<ul style="list-style-type: none"> • Project • Written assignments/tasks • Quizzes/test • Journal 	Career Ready Practices CRP 2,4	ELA 9-10 R 1,2 9-10 W 1,2,3,5,6,7 9-10 SL 1,2,3,4,5,6 9-10 L 1,2,3,4,6
				Cluster Standards BM 1 FN 1,2,9,12,14	Literacy RST 1,4
				Pathway Standards BM-BIM 2 BM-MGT 5 FN-BFN 1,2,4	Math Science
Risk management	<ul style="list-style-type: none"> • What is bankruptcy? • What is the impact of bankruptcy? • How do businesses manage risk? • What types of insurance coverage are available? 	<ul style="list-style-type: none"> • Identify means to manage risks in business. • Identify types of insurance. • Identify types of insurance that is mandatory by New York State. 	<ul style="list-style-type: none"> • Project • Written assignments/tasks • Quizzes/test • Journal 	Career Ready Practices CRP 2,4,7	ELA 9-10 R 1,2 9-10 W 1,2,3,5,6,7 9-10 SL 1,2,3,4,5,6 9-10 L 1,2,3,4,6
				Cluster Standards BM 1 FN 1,2,9,12,14	Literacy RST 1,4
				Pathway Standards BM-BIM 2	Math

Second Quarter-Level 2

Driving Question: How do entrepreneurs lay a foundation for financial success?

Possible project 2: Examining how national or local business entrepreneurs established a foundation for financial success.

Unit	Key Questions	Key Learning Targets (Students will know and be able to:)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
				BM-MGT 5 FN-BFN 1,2,4	Science
Financial statements	<ul style="list-style-type: none"> • What is a financial statement? • How are financial statements used? 	<ul style="list-style-type: none"> • Demonstrate understanding of a financial statement. • Examine a financial statement and evaluate the health of business based on the financial statement. 	<ul style="list-style-type: none"> • Project • Written assignments/tasks • Quizzes/test • Journal 	Career Ready Practices CRP 2,4,7,8	ELA 9-10 R 1,2 9-10 W 1,2,3,5,6,7 9-10 SL 1,2,3,4,5,6 9-10 L1,2,3,4,6
				Cluster Standards BM 1 FN 1,2,9,12,14	Literacy RST 2,4
				Pathway Standards BM-BIM 2 BM-MGT 5 FN-BFN 1,2,4	Math Science
Pricing Strategies	<ul style="list-style-type: none"> • How is pricing determined for products or services? • What are considerations for determining pricing-based on competition and psychologically for customers? 	<ul style="list-style-type: none"> • Explore ways businesses determine pricing for products or services. • Examine and evaluate the impact of pricing changes made by real world businesses. 	<ul style="list-style-type: none"> • Project • Written assignments/tasks • Quizzes/test • Journal 	Career Ready Practices CRP 2,4,7,8	ELA 9-10 R 1,2 9-10 W 1,2,3,5,6,7 9-10 SL 1,2,3,4,5,6 9-10 L1,2,3,4,6
				Cluster Standards BM 1 MK 1,2,7,10	Literacy RST 1,4
				Pathway Standards BM-BIM 2 MK-MGT 3,4,5 MK-RES 3	Math Science
Application of technology tools through certification as Microsoft specialist	<ul style="list-style-type: none"> • What are standard technology tools for business use? 	<ul style="list-style-type: none"> • Pursue certification in Word and Excel. 	<ul style="list-style-type: none"> • Certification as Microsoft Specialist by passing exam for Word and Excel 	Career Ready Practices CRP 4,11	ELA 9-10 L 1,2,3
				Cluster Standards BM 5	Literacy
				Pathway Standards BM-BIM 3	Math Science

Third Quarter-Level 2

**Driving Questions: How do entrepreneurs' values and beliefs influence business practices? What core beliefs drive you?
Possible project 3: What's the deal about a cake? Spotify? Political donations? Class presentation on a national or local business acting on beliefs and the impact.**

Possible project 4: Develop and present your elevator speech.

Unit	Key Questions	Key Learning Targets (Students will know and be able to:)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
Ethics in business	<ul style="list-style-type: none"> • What are ethical business practices? • What are the consequences of unethical practices? • How do you determine moral compass? • What are the impacts of ethical business practices? 	<ul style="list-style-type: none"> • Identify characteristics and provide examples of ethical and unethical business practices. • Identify real-world consequences of unethical practices. • Identify personal moral compasses. • Cite examples of business leaders exhibiting a moral compass. • List examples of businesses where leaders acted on ethical, political or moral compass. • Articulate the impact of business leaders acting on ethical, political, or moral compass. 	<ul style="list-style-type: none"> • Written assignments/tasks • Project 	Career Ready Practices CRP 3,4,7,9	ELA 9-10 R 1,2,3,5,6,8,9 9-10 W 1,2,3,5,6,7 9-10 SL 1,2,3,4,5,6 9-10 L 1,2,3,4,6
				Cluster Standards BM 2,3 MK 4 FN 8,10	Literacy WHST 1
				Pathways Standards	Math Science
Determining who you want to be a business leader	<ul style="list-style-type: none"> • What is core to your beliefs and values? 	<ul style="list-style-type: none"> • Articulate what would be foundational for any business they operate. • Articulate what will be core for future employees they may hire. • Express themselves clearly and concisely. 	<ul style="list-style-type: none"> • Project- presentation of elevator speech • Written tasks/assignments 	Career Ready Practices CRP 9,10	ELA 9-10 W 1,3,4 9-10 SL 1,2,3,4,5,6 9-10 L 1,2,3,4,6
				Cluster Standards BM 2,3 MK 5 FN 8	Literacy WHST 1
				Pathway Standards MK-MGT 1	Math Science
Application of technology tools through certification as Microsoft specialist	<ul style="list-style-type: none"> • What are standard technology tools for business use? 	<ul style="list-style-type: none"> • Pursue certification in Word and Excel. 	<ul style="list-style-type: none"> • Certification as Microsoft Specialist by passing exam for Word and Excel 	Career Ready Practices CRP 4,11	ELA 9-10 L 1,2,3
				Cluster Standards BM 5	Literacy RST 1,4
				Pathway Standards BM-BIM 3	Math Science

Fourth Quarter-Level 2

**Driving Question: How can I implement visioning to obtain goals for a career pathway?
Possible project 5: Career visioning- What will your career look like in 2,6,10,20,30 years?**

Unit	Key Questions	Key Learning Targets (Students will know and be able to:)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
Career exploration	<ul style="list-style-type: none"> • What are possible careers with a business entrepreneurship background? (more in depth than in year 1) • What do careers have in common? • What sets different positions apart? 	<ul style="list-style-type: none"> • Explore possible careers for both entrepreneur and intrapreneur. • Identify common skills and background knowledge and experience • Explain how interest, opportunity, failure and passion influence entrepreneurs. 	<ul style="list-style-type: none"> • Written tasks/assignments • Journal • Class presentations • Project 	Career Ready Practices CRP 4,7	ELA 9-10 R 2,6 9-10 W 1,2,3,5,6,7 9-10 SL 1,2,3,4,5,6 9-10 L 1,2,3,4,6
				Cluster Standards BM 3 MK 5	Literacy WHST 4
				Pathways Standards	Math Science
Entrepreneurial mind-set within career pathway	<ul style="list-style-type: none"> • What are some elements that successful entrepreneurs demonstrate? 	<ul style="list-style-type: none"> • Formulate relevant and concise interview questions. • Interview a local or national entrepreneur or intrapreneur to explore the non-linear career pathways. • Synthesis information from interviews and study. • Create a representation of a national or local entrepreneur or intrapreneur career pathway, key elements or traits they possess, skills they needed as they moved through the career pathway. 	<ul style="list-style-type: none"> • Written tasks/assignments • Journal • Class presentations • Project 	Career Ready Practices CRP 4,7	ELA 9-10 W 4,6,7 9-10 SL 1,2,3,4,5,6 9-10 L 1,2,3,4,6
				Cluster Standards BM 3 MK 5	Literacy WHST 5
				Pathway Standards	Math Science
Current trends and futuring for personal goals and reflections	<ul style="list-style-type: none"> • Where do your interests and talents lead? • What are current trends in entrepreneurship? • Given current trends, what's the next big idea? • What is a career pathway and goal for the next 2 years, 6 years, 10 years, 15 years, 20years, 30 years? • How does your critical thinking, collaboration, adaptability, and creativity impact your goals? • What are key employability skills? 	<ul style="list-style-type: none"> • Assess passions, interests and skills. • Identify current trends in business and entrepreneurship. • Identify growing careers • Create a vision board for themselves as entrepreneurs or intrapreneurs for various points in future careers. 	<ul style="list-style-type: none"> • Written assignments • Class presentations • Product from project-a vision board and presentation 	Career Ready Practices CRP 4,10	ELA 9-10 W 4,5,6,7 9-10 SL 1,2,3,4,5,6 9-10 L 1,2,3,4,6
				Cluster Standards BM 3	Literacy WHST 4
				Pathway Standards	Science Math
Application of technology tools through certification as Microsoft specialist	<ul style="list-style-type: none"> • How can you continue to develop your employability? 	<ul style="list-style-type: none"> • Demonstrate technology tools through certification as Microsoft specialist in Word and Excel. 	<ul style="list-style-type: none"> • Certification as Microsoft Specialist by passing exam for Word and Excel 	Career Ready Practices CRP 4,11	ELA 9-10 L 1,2,3
				Cluster Standards BM 5	Literacy RST 1,4
				Pathway Standards BM-BIM 3	Math Science

STEAM High School

Business Entrepreneurship Concentration

Course Syllabus

Level 3

Concentration Overview

This pathway is designed to prepare students for careers and further education and training in the world of business, specifically entrepreneurship. Specific careers may include, but are not limited to: entrepreneur, intrapreneur, chief executive officer, general managers, business and development manager, operations managers, management analysis, public organization manager, manufacturing manager, purchasing manager, and small business owner. Students will learn concepts and techniques for planning entrepreneurial ventures, using design thinking and business model development. Students will learn about financial statements, marketing principles, sales and customer service, and basic economic principles for successful operation. Students will:

- Participate in collaborative problem-solving using creativity to suggest innovative approaches.
- Demonstrate effective and efficient communication.
- Demonstrate understanding of economics and finance.
- Apply technology and tools to promote and maximize business.
- Develop career ready skills and a personal plan.

Students will balance individual skills with group development skills including collaboration, communication, critical thinking, creativity, problem solving, perseverance, information literacy, technology skills, and digital literacy. They will develop awareness of motivating and supporting others including an awareness of diversity, ethical business practices and social responsibility. Students will pursue certification as Microsoft specialist in Word and Excel.

At the end of the four years, students will be able to:

- Recognize that entrepreneurs possess unique characteristics and evaluate the degree to which they possess or can develop those characteristics.
- Understand and implement design thinking and business model development.
- Apply economic concepts when making decisions for an entrepreneurial enterprise.
- Utilize financial concepts and tools in making data-based decisions.
- Analyze how forms of business ownership, government regulations, global trends and ethics impact entrepreneurial ventures.
- Demonstrate use of marketing principles and recognize importance for diversity, equity, and inclusion.
- Implement a business plan and evaluate their failures leading to success.

Course Description

Students continue to develop knowledge and skills regarding business entrepreneurship and intrapreneurship during the third year. In this third year, students will be guided to apply learning from the initial years. This year includes an extended project requiring students in small groups to identify a problem or need within the school, create and execute a plan to address the identified need. This may include collaboration with other programs within the school.

All students will engage in project-based learning at a minimum of a project each quarter. Intrinsic to project-based learning is to examine a driving question or identify a problem by articulating what is already known, and what they need to know to answer the question. Students are guided to develop and execute a plan demonstrating their response to the initial question or problem. This process concludes with self-reflection regarding their learning. In this third year, there will be an extended project that involves designing a solution to a need within the school, making a plan, implementing the plan and evaluating their actions.

Work-Based Learning

Students will be connected with local and national entrepreneurs and intrapreneurs throughout their learning experiences especially as they complete project-based learning experiences. These professional connections may include interviews, field trips to local businesses, job shadowing and career coaching. It is expected that these experiences will lead to opportunities for direct job training and real-world experience. Students will create and maintain a portfolio of their experiences to document the development of their skills, including a professional resume.

Additional Learning Opportunities

- **Micro-credentials:** Students may pursue learning experiences and credentials depending on the requirements of the project that they are involved in. Some examples for this pathway include, but are not limited to:
- Microsoft Office Specialist: Word Associate

- Microsoft Office Specialist: Excel Associate
- **Summer Bridge Enrichment:** Students will have the opportunity to participate in cross-curricular Summer Bridge programs to enhance and enrich their skills. Students will explore and create solutions that address authentic needs in the school and wider community with the involvement of local industry professionals. Students will build on skills learned during the school year to work collaboratively with students from other pathways and programs.

Pre-Requisites

Business Entrepreneurship Level 1 and 2

Course Objectives

Upon completion of this course students will know and be able to:

- Explain elements of vision and mission statements.
- Explain why getting to failure fast is beneficial.
- Analyze varied means of financing a startup.
- Identify tax responsibilities.
- Identify state and local regulations.
- Articulate elements of promotion.
- Conduct a market analysis.
- Identify considerations for good customer service.
- Build a social media presence or web site.
- Present idea for solution and school-based business opportunity.
- Develop, implement and evaluate a business plan.
- Identify what is global orientation and impact on markets.
- Demonstrate leadership in diversity, inclusion and equity.

Integrated High School Academics

N/A

Concurrent College Enrollment

TBD

Equipment and Supplies

- **School will provide:** All tools including technology, equipment and supplies to complete projects
- **Student will provide:** N/A

Textbook

TBD (Resource: NFTE- Network for Teaching Entrepreneurship and EntreSkills (<https://entreskills.org>))

Grading

10% Classwork assignments

10% Journal

80% Projects and presentations, (rubric)

Additional Course Policies

Students are expected to:

- Meet all deadlines and be on time. Deadlines and being on time are a major part of being a professional.
- Produce their best work, including being prepared for presentations.
- Participate in class including contributing to discussions and critiquing their own and others' work, as well as diligently working on their own projects.
- Seek help when needed.
- Be attentive, ask questions if they do not understand something, and offer their opinions.
- Use Microsoft 365 for preparing and sharing all work.
- Give credit and use proper citations for all research and project ideas.

Course Calendar

Quarter	Driving Question/Project	Units of Study
1	<p>How does an entrepreneur achieve success?</p> <p>Possible project 1 How does an entrepreneur achieve success- study of a local or national entrepreneur including struggles, failures, responses, traits and skills contributing towards success</p>	<ul style="list-style-type: none"> • Career development: Study of local or national entrepreneur- problem, response, failures, traits, skills, • Self-analysis, reflection and goal setting
2	<p>What is a need or problem within this school that we can solve?</p> <p>Possible project 2 Students decide what is a business that can be run within this school. What is an unmet need or problem? They pitch their ideas (shark tank style) and as class or as groups develop a business plan, marketing analysis and promotion for their in-school start up. This is an extended project over, at minimum, 2 quarters.</p>	<ul style="list-style-type: none"> • Development of pro forma business plans • Financing startups • Role of taxes • Legal and regulatory considerations
3	<p>What is a need or problem within this school that we can solve? (continued)</p> <p>Possible project 2 Continued</p>	<ul style="list-style-type: none"> • Elements of promotion • Purpose of branding • Applying research to reach an audience
4	<p>How can social media be used to market myself as an entrepreneur and leader?</p> <p>Possible project 3 Students will implement marketing and technology tools through social media to build a professional presence.</p>	<ul style="list-style-type: none"> • Global orientation and impact • Leadership for diversity, equity inclusion and identifying bias • Marketing yourself

**STEAM High School
Business Entrepreneurship Concentration
Scope and Sequence
Level 3**

First Quarter

Driving Question: How does an entrepreneur achieve success?

Possible project 1: How does an entrepreneur achieve success-study of a local or national entrepreneur including struggles, failures, responses, traits and skills contributing to success

Unit	Key Questions	Key Learning Targets (Students will know and be able to:)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
Career development: Study of a local or nation entrepreneur problems, responses, failure, recovery, traits and skills experienced by entrepreneurs	<ul style="list-style-type: none"> • Who are some local or national entrepreneurs? • What are some elements of mission and vision statements? • What does it mean to get to failure quickly? • What are elements of successful entrepreneurship businesses? 	<ul style="list-style-type: none"> • Identify examples of entrepreneurs. • Articulate elements of mission and vision statements. • Explore why it is beneficial to get to failure fast. • Cite examples of fast failures and how entrepreneurs persisted and revised. • Analyze traits and characteristics of successful entrepreneurs. • Analyze their skills and traits. 	<ul style="list-style-type: none"> • Journal • Class presentations • Class assignments • Project 	Career Ready Practices CRP 4,7	ELA 11-12 R 1,2,8 11-12 W 1,2,3,5,6,7 11-12 SL 1,2,3,4,5,6 11-12 L 1,2,3,4,6
				Cluster Standards BM 3	Literacy RST 1,2,7 WHST 1,2,3,5,6,7
				Pathway Standards	Math Science
Explore career paths and goals: Self analysis of skills, reflection and goal setting	<ul style="list-style-type: none"> • What are my personal traits and passions? 	<ul style="list-style-type: none"> • Formulate a goal for personal growth for the year. 	<ul style="list-style-type: none"> • Journal • Class presentations 	Career Ready Practices CRP 4,10	ELA 11-12 W 2 11-12 SL 1,2,3,4,5,6 11-12 L 1,2,3,6
				Cluster Standards BM 3	Literacy WHST 4
				Pathway Standards	Math Science

Second Quarter-Level 3

Driving Question: What is a need or problem within this school that we can solve?

Possible project 2: Students decide what is a business that can be run within this school. What is an unmet need or problem? They pitch their ideas (shark tank style) and as class or as groups develop a business plan, marketing analysis and promotion for their in-school start up. This is an extended project over, at minimum, 2 quarters.

Unit	Key Questions	Key Learning Targets (Students will know and be able to:)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
Development of pro forma business plans	<ul style="list-style-type: none"> What elements are in a business plan? Why is a business plan critical? How are ideas evaluated to develop into a potential business? How do entrepreneurs determine whether to proceed with concept for business? How is a plan developed and communicated? How is a plan implemented? 	<ul style="list-style-type: none"> Understand critical components of a business plan. Compare and contrast business plans to determine patterns. Analyze ideas to meet a need or solve a problem within school. Using a business model workshop approach, evaluate Identify mentor or partner enterprise to provide support Develop a pitch or presentation for their proposal. Develop a business plan for in-school venture including budget, financing, regulations, market analysis, and promotion of business. Implement plan into action. 	<ul style="list-style-type: none"> Project Journal Written assignments 	Career Ready Practices CRP 1,2,4,5,6,7,9,12	ELA 11-12 R 2 11-12 W 1,2,5,6,7 11-12 SL 1,2,3,4,5,6 11-12 L 1,2,3,4,6
				Cluster Standards BM 1,4, MK 2,3,4,5,6,7,8,9,10 FN 10,12	Literacy RST 1,2,8 WHST 1,2,5,6
				Pathway Standards BM-BIM 1,2,3,4,5 BM-MGT 2,5,6,7,8 MK-MGT 3,4,5,6,7 MK-RES 1,2,3 MK-COM 1	Math Science
Financing start-ups	<ul style="list-style-type: none"> How is financing obtained? What are startup costs? What are considerations when seeking financing? 	<ul style="list-style-type: none"> Classify types of financing opportunities. Determine typical and unique costs to starting a business. Analyze cost and benefit of financing opportunities. 	<ul style="list-style-type: none"> Project Journal Written assignments 	Career Ready Practices CRP 2,4,7,8	ELA 11-12 R 1,2 11-12 W 1,2,5,6,7 11-12 SL 1,2,3,4,5,6 11-12 L 1,2,3,4,6
				Cluster Standards FN 1,2,8,12	Literacy RST 1,4
				Pathway Standards BM-BIM 2 FN-BFN 1,2,4	Math Science
Taxes, taxes	<ul style="list-style-type: none"> What are tax obligations? How to plan for tax obligations? 	<ul style="list-style-type: none"> Summarize basic tax codes and obligations for small businesses. Determine estimated impact of taxes on expected profits. 	<ul style="list-style-type: none"> Project Journal Written assignments 	Career Ready Practices CRP 2,4,7,8	ELA 11-12 R 1,2 11-12 W 1,2,5,6,7 11-12 SL 1,2,3,4,5,6 11-12 L 1,2,3,4,6
				Cluster Standards	Literacy WHST 4

Second Quarter-Level 3

Driving Question: What is a need or problem within this school that we can solve?

Possible project 2: Students decide what is a business that can be run within this school. What is an unmet need or problem? They pitch their ideas (shark tank style) and as class or as groups develop a business plan, marketing analysis and promotion for their in-school start up. This is an extended project over, at minimum, 2 quarters.

Unit	Key Questions	Key Learning Targets (Students will know and be able to:)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
				BM 2 FN 8,9	
				Pathway Standards BM-BIM 1,2 FN-BFN 1,2	Math
					Science
Legal and regulatory requirements	<ul style="list-style-type: none"> • What are regulatory and legal compliance requirements? • How do you meet regulatory and legal requirements? 	<ul style="list-style-type: none"> • Identify basic regulation and legal compliance. • Identify resources for determining regulations and legal compliance for business. 	<ul style="list-style-type: none"> • Project • Journal • Written assignments 	Career Ready Practices CRP 2,4,7,8	ELA 11-12 R 1,2 11-12 W 1,2,5,6,7 11-12 SL 1,2,3,4,5,6 11-12 L 1,2,3,4,6
				Cluster Standards BM 2 FN 7,8	Literacy
				Pathway Standards BM-BIM 1 FN-BFN 1	Math
					Science

Third Quarter-Level 3
Driving Question: What is a need or problem within this school that we can solve? (Continued)
Possible project 2: Continued

Unit	Key Questions	Key Learning Targets (Students will know and be able to:)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
Elements of promotion	<ul style="list-style-type: none"> • How do you promote your ideas? • How is a business promoted? 	<ul style="list-style-type: none"> • Articulate elements of promotion. • Determine target market. • Conduct market research. • Design market plan. • Identify elements of a promotional mix. 	<ul style="list-style-type: none"> • Project: continue with in school start up with promotion, budgeting, profit, loss • Journal • Written assignments/quizzes 	Career Ready Practices CRP 2,4,5,6,8	ELA 11-12 R 1,2 11-12 W 1,2,5,6,7 11-12 SL 1,2,3,4,5,6 11-12 L 1,2,3,4,6
				Cluster Standards MK 1,2,3,4,8,9,10	Literacy RST 1,4 WHST 4
				Pathway Standards MK-COM 1,2,3,4,5 MK-RES 1,2,3	
Purpose of branding	<ul style="list-style-type: none"> • How do you set your services/product apart from competitors? • How do you establish customer loyalty? • Why is customer service important? • What are key considerations for customer service? 	<ul style="list-style-type: none"> • Express the purpose of branding and provide examples. • Articulate what makes positive customer service. • Demonstrate responsiveness to customers/clientele. 	<ul style="list-style-type: none"> • Project: continue with in school start up with promotion, budgeting, profit, loss... • Journal • Written assignments/quizzes 	Career Ready Practices CRP 2,4,8,9	ELA 11-12 R 1,2 11-12 W 1,2,5,6,7 11-12 SL 1,2,3,4,5,6 11-12 L 1,2,3,4,6
				Cluster Standards BM 4 MK 1,9,10 FN 4	Literacy RST 1,4 WHST 4
				Pathway Standards BM-MGT 4,7 MK-COM 1,3,4,5 MK-MGT 4,6,7	
					Science
Applying research to reach an audience	<ul style="list-style-type: none"> • How do you build a social media presence? • How do you develop website? • How do you revise outreach practices based on results? 	<ul style="list-style-type: none"> • Develop a social presence for their project. • Develop a web site/blog. • Analyze data (web analytics) for impact. • Evaluate and revise efforts based on impact data. 	<ul style="list-style-type: none"> • Project: continue with in school start up with promotion, budgeting, profit, loss... • Journal • Written assignments/quizzes 	Career Ready Practices CRP 2,4,6,7,8,11	ELA 11-12 R 1,2 11-12 W 1,2,5,6,7 11-12 SL 1,2,3,4,5,6 11-12 L 1,2,3,4,6
				Cluster Standards MK 2,3,4,6,8,9,10	Literacy WHST 5
				Pathway Standards MK-COM 1,2,3,4,5 MK-RES 1,2,3	
					Science

Fourth Quarter-Level 3

Driving Question: How can social media be used to market myself as an entrepreneur and leader?

Possible project 3: Students will implement marketing and technology tools through social media to build a professional presence.

Unit	Key Questions	Key Learning Targets (Students will know and be able to:)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
Global orientation and impact on identifying and solving problems	<ul style="list-style-type: none"> • What is a global orientation? • What is the impact that global forces have on markets? 	<ul style="list-style-type: none"> • Identify what is global orientation or outlook. • Examine the impact global forces have on markets. 	<ul style="list-style-type: none"> • Written assignments, quizzes • Class presentations • Journal 	Career Ready Practices CRP 4,5,12	ELA 11-12 R 1,2,8 11-12 W 1,2 11-12 SL 1,2,3,4,5,6 11-12 L 1,2,3,4,6
				Cluster Standards BM 2	Literacy RST 1,4
				Pathway Standards BM-MGT 1,3,4 MK-COM 5	Math Science
Leadership for diversity, equity, inclusion and role of bias	<ul style="list-style-type: none"> • How can I lead a business to implement a diverse and inclusionary environment? • How can I recognize bias in myself and others? • How do I lead for equity? 	<ul style="list-style-type: none"> • Explore what elements are present in a diverse and inclusionary environment. • Articulate what is bias and how to recognize bias. • Examine pattern of leadership for equity. 	<ul style="list-style-type: none"> • Written assignments, quizzes • Class presentations • Journal 	Career Ready Practices CRP 4,7,12	ELA 11-12 R 1,2,5,6,7,8,9 11-12 W 1,2,3,5 11-12 SL 1,2,3,4,5,6 11-12 L 1,2,3,4,6
				Cluster Standards BM 2 MK 4, 5 FN 7,8	Literacy RST 1,4
				Pathway Standards BM-MGT 4	Math Science
Marketing yourself- resume, interviews, social media	<ul style="list-style-type: none"> • How do I establish a professional social media presence? • How do I maximize my employability? 	<ul style="list-style-type: none"> • Create a resume and portfolio. • Demonstrate professional manners and dress and norms for interviews. • Construct interview questions. • Communicate their skills and goals during an interview. • Construct a professional social media presence. 	<ul style="list-style-type: none"> • Project • Portfolio, resume, professional social media presence 	Career Ready Practices CRP 4,10,11	ELA 11-12 W 2,3 11-12 SL 1,2,3,4,5,6 11-12 L 1,2,3,4,6
				Cluster Standards BM 3 MK 5	Literacy WHST 4
				Pathway Standards MK-COM 5	Math Science
Application of technology tools through certification as Microsoft specialist	<ul style="list-style-type: none"> • How can you continue to develop your employability? 	<ul style="list-style-type: none"> • Demonstrate technology tools through certification as Microsoft specialist in Word and Excel. 	<ul style="list-style-type: none"> • Certification as Microsoft Specialist by passing exam for Word and Excel (as needed for students continuing to take certification exams) 	Career Ready Practices CRP 4,11	ELA 11-12 L 1,2,3,6
				Cluster Standards BM 5	Literacy RST 1,4
				Pathway Standards BM-BIM 3	Math Science

STEAM High School

Business Entrepreneurship Concentration

Course Syllabus

Level 4

Concentration Overview

This pathway is designed to prepare students for careers and further education and training in the world of business, specifically entrepreneurship. Specific careers may include, but are not limited to: entrepreneur, intrapreneur, chief executive officer, general managers, business and development manager, operations managers, management analysis, public organization manager, manufacturing manager, purchasing manager, and small business owner. Students will learn concepts and techniques for planning entrepreneurial ventures, using design thinking and business model development. Students will learn about financial statements, marketing principles, sales and customer service, and basic economic principles for successful operation. Students will:

- Participate in collaborative problem-solving using creativity to suggest innovative approaches.
- Demonstrate effective and efficient communication.
- Demonstrate understanding of economics and finance.
- Apply technology and tools to promote and maximize business.
- Develop career ready skills and a personal plan.

Students will balance individual skills with group development skills including collaboration, communication, critical thinking, creativity, problem solving, perseverance, information literacy, technology skills, and digital literacy. They will develop awareness of motivating and supporting others including an awareness of diversity, ethical business practices and social responsibility. Students will pursue certification as Microsoft specialist in Word and Excel.

At the end of the four years, students will be able to:

- Recognize that entrepreneurs possess unique characteristics and evaluate the degree to which they possess or can develop those characteristics.
- Understand and implement design thinking and business model development.
- Apply economic concepts when making decisions for an entrepreneurial enterprise.
- Utilize financial concepts and tools in making data-based decisions.
- Analyze how forms of business ownership, government regulations, global trends and ethics impact entrepreneurial ventures.
- Demonstrate use of marketing principles and recognize importance for diversity, equity, and inclusion.
- Implement a business plan and evaluate their failures leading to success.

Course Description

For the culminating year, students will focus on creating and implementing an entrepreneurial venture. This experience will include mentorship from a member of the entrepreneurial community. Their venture may be school-based or community based. Students are expected to demonstrate application of knowledge and skills from the previous years. Additional learning based on their specific venture will be individualized as needed.

Work-Based Learning

Students will be connected with local and national entrepreneurs and intrapreneurs throughout their learning experiences especially as they complete project-based learning experiences. These professional connections may include interviews, field trips to local businesses, job shadowing and career coaching. It is expected that these experiences will lead to opportunities for direct job training and real-world experience. Students will create and maintain a portfolio of their experiences to document the development of their skills, including a professional resume.

Additional Learning Opportunities

- **Micro-credentials:** Students may pursue learning experiences and credentials depending on the requirements of the project that they are involved in. Some examples for this pathway include, but are not limited to:
 - Microsoft Office Specialist: Word Associate
 - Microsoft Office Specialist: Excel Associate
- **Summer Bridge Enrichment:** Students will have the opportunity to participate in cross-curricular Summer Bridge programs to enhance and enrich their skills. Students will explore and create solutions that address

authentic needs in the school and wider community with the involvement of local industry professionals. Students will build on skills learned during the school year to work collaboratively with students from other pathways and programs.

Pre-Requisites

Business Entrepreneurship Levels 1,2, and 3

Course Objectives

Upon completion of this course students will know and be able to:

- Identify a problem or need and through a design process, pitch their well-articulated vision and mission.
- Work with community-based mentor to refine their business plan and implement that plan including marketing and financing plans.
- Create and maintain necessary records and documentation.
- Identify resources and networks for small businesses.
- Demonstrate use of data to make decisions to refine actions.
- Demonstrate good customer service to retain clientele.
- Evaluate their capstone project and articulate what might be future ways to grow the venture.
- Articulate their future goals and assets to support goals.

Integrated High School Academics

I CTE Integrated ELA Credit

Concurrent College Enrollment

TBD

Equipment and Supplies

- **School will provide:** All tools including technology, equipment and supplies to complete projects
- **Student will provide:** N/A

Textbook

TBD (Resource: NFTE- Network for Teaching Entrepreneurship and EntreSkills (<https://entreskills.org>))

Grading

10% Classwork assignments
10% Journal
80% Projects and presentations, (rubric)

Additional Course Policies

Students are expected to:

- Meet all deadlines and be on time. Deadlines and being on time are a major part of being a professional.
- Produce their best work, including being prepared for presentations.
- Participate in class including contributing to discussions and critiquing their own and others' work, as well as diligently working on their own projects.
- Seek help when needed.
- Be attentive, ask questions if they do not understand something, and offer their opinions.
- Use Microsoft 365 for preparing and sharing all work.
- Give credit and use proper citations for all research and project ideas.

Course Calendar

Quarter	Driving Question/Project	Units of Study
1	<p>How might I demonstrate entrepreneurship to solve a problem or meet a need?</p> <p>Project 1 Possible project is a 35-week long project across the year. At end of first quarter, ideas and structure are tightly formed and pitched to business community for support (space, tools, mentoring, financial).</p>	<ul style="list-style-type: none"> • Identification of a need or problem and applying a design or SWOT process • Creating business plan based on feasibility, financing and market analysis • Articulation of vision and mission to make a successful pitch
2	<p>How might I demonstrate entrepreneurship to solve a problem or meet a need?</p> <p>Possible project 1 Project is a 35- week long project across the year. In the second quarter, students implement their venture.</p>	<ul style="list-style-type: none"> • Moving from ideas to action with market analysis, financing, regulations, recovery from failure • Establishing and retaining clientele • Resources and networks for small businesses
3	<p>How might I demonstrate entrepreneurship to solve a problem or meet a need?</p> <p>Possible project 1 Project is a 35-week long project across the year. In the third quarter, students implement their venture.</p>	<ul style="list-style-type: none"> • Using data-based decision making to respond issues • Promotion of business, service, or product • Importance of customer service • Looking at how an entrepreneurial venture becomes integrated into a community
4	<p>How might I demonstrate entrepreneurship to solve a problem or meet a need?</p> <p>Who am I as an entrepreneur?</p> <p>Possible project 1 Completion and evaluation of capstone project (continued)</p> <p>Possible project 2 Creating your portfolio, resume and social presence</p>	<ul style="list-style-type: none"> • Flexing and growing a business for future • Basic hiring and retaining employees • Who am I as an entrepreneur: Creating a resume, portfolio, and professional social presence

**STEAM High School
Business Entrepreneurship Concentration
Scope and Sequence
Level 4**

First Quarter

Driving Question: How might I demonstrate entrepreneurship to solve a problem or meet a need?

Possible project 1: Project is a 35-week long project across the year. At end of first quarter, ideas and structure are tightly formed and pitched to business community for support (space, tools, mentoring, financial).

Unit	Key Questions	Key Learning Targets (Students will know and be able to:)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
Identify a social problem and apply of design model	<ul style="list-style-type: none"> • What social needs or problems exist in my local community and how can I address one? • Who else has worked on similar venture and what did they learn- what were successes and failures? 	<ul style="list-style-type: none"> • Identify a problem or need in the local community. 	<ul style="list-style-type: none"> • Project is a 35-week long project across the year. At end of first quarter, ideas and structure are tightly formed and pitched to business community for support (space, tools, mentoring, financial) • Journal • Written assignments and tasks • Portfolio 	Career Ready Practices CRP 1,2,4,5,6,7,8,9,11,12	ELA 11-12 R 1,2,3,4,5, 6,7 11-12 W 1,2,3,5 11-12 SL 1,2,3,4,5,6 11-12 L 1,2,3,6
				Cluster Standards BM 1,2,3,4,5,6 MK 2,3,4,5,6,7,8,9,10	Literacy RST 2
Creating a plan	<ul style="list-style-type: none"> • How do I clearly and concisely create a framework to share ideas and actions? • How do tools and processes help support idea development? • How do I develop a business plan (including feasibility, financing and marketing) for my idea? 	<ul style="list-style-type: none"> • Evaluate their solution through problem solving and analysis process. • Develop a plan of action to address the need. • Articulate their mission and vision. • Develop and evaluate a business plan. 	<ul style="list-style-type: none"> • Project is a 35-week long project across the year. At end of first quarter, ideas and structure are tightly formed and pitched to business community for support (space, tools, mentoring, financial) • Journal • Written assignments and tasks • Portfolio 	Career Ready Practices CRP 1,2,4,5,6,7,8,9,11,12	ELA 11-12 W 1,3 11-12 SL 1,2,3,4,5,6 11-12 L 1,2,3,6
				Cluster Standards BM 1,2,3,4,5,6 MK 2,3,4,5,6,7,8,9,10	Literacy RST 7,8
				Pathways Standards BM-BIM 1,2,3,4,5, BM-MGT 1,2,4,5,6,7,8 MK-COM 1,2,3,4,5 MK-MGT 1,4,5,6,7 MK-RES 1,2,3	Math Science
				Pathway Standards BM-BIM 1,2,3,4,5, BM-MGT 1,2,4,5,6,7,8 MK-COM 1,2,3,4,5 MK-MGT 1,4,5,6,7 MK-RES 1,2,3	Math Science

First Quarter

Driving Question: How might I demonstrate entrepreneurship to solve a problem or meet a need?

Possible project 1: Project is a 35-week long project across the year. At end of first quarter, ideas and structure are tightly formed and pitched to business community for support (space, tools, mentoring, financial).

Unit	Key Questions	Key Learning Targets (Students will know and be able to:)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
Articulate a mission and vision and pitching ideas to others	<ul style="list-style-type: none"> How can I communicate to gain support and resources? 	<ul style="list-style-type: none"> Present their plan Revise plan as needed for implementation Respond to feedback provided by data and mentors 	<ul style="list-style-type: none"> Project is a 35-week long project across the year. At end of first quarter, ideas and structure are tightly formed and pitched to business community for support (space, tools, mentoring, financial) Journal Written assignments and tasks Portfolio 	Career Ready Practices CRP 4,8,12	ELA 11-12 SL 1,2,3,4,5,6 11-12 L 1,2,3,6
				Cluster Standards BM 1,2,3,4,5,6 MK 2,3,4,5,6,7,8,9,10	Literacy RST 3,7,8,9
				Pathway Standards BM-BIM 1,2,3,4,5, BM-MGT 1,2,4,5,6,7,8 MK-COM 1,2,3,4,5 MK-MGT 1,4,5,6,7 MK-RES 1,2,3	Math Science

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Second Quarter-Level 4

Driving Question: How might I demonstrate entrepreneurship to solve a problem or meet a need?

Possible project 1: Project is a 35- week long project across the year. In the second quarter, students implement their venture.

Unit	Key Questions	Key Learning Targets (Students will know and be able to:)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
Going from ideas to action with market analysis, financing, regulations, and recovery from failure	<ul style="list-style-type: none"> • How does a marketing plan support my venture? • What funding is used for lean startups? • How do I move from fast failure to revision? • What regulations impact my plan? 	<ul style="list-style-type: none"> • Develop a marketing plan for their capstone project. • Identify types of funding for lean start up. • Analyze profit and cost. • Articulate missteps and revisions. 	<ul style="list-style-type: none"> • Project is implemented • Journal • Written assignments and tasks • Feedback from mentor 	Career Ready Practices CRP 1,2,4,7,8,9,12	ELA 11-12 W 1,2,3,5,6,7 11-12 SL 1,2,3,4,5,6 11-12 L 1,2,3,4,6
				Cluster Standards BM 1,2,3,4,5,6 MK 2,3,4,5,6,7,8,9,10 FN 1,2,9,12	Literacy WHST 5
				Pathway Standards BM-BIM 1,2,3,4,5, BM-MGT 1,2,4,5,6,7,8 MK-COM 1,2,3,4,5 MK-MGT 1,4,5,6,7 MK-RES 1,2,3 FN-BFN 1,2,3,4	Math Science
Establishing and retaining clientele	<ul style="list-style-type: none"> • How do I establish a clientele? • How do I maintain clientele? 	<ul style="list-style-type: none"> • Explain key factors in building and retaining clientele. • Implement technology tools to support development of clientele. 	<ul style="list-style-type: none"> • Project is implemented • Journal • Written assignments and tasks • Feedback from mentor 	Career Ready Practices CRP 1,2,4,6,8,9,11,12	ELA 11-12 W 1,2,3,5,6,7 11-12 SL 1,2,3,4,5,6 11-12 L 1,2,3,4,6
				Cluster Standards BM 1,2,3,4,5,6 MK 2,3,4,5,6,7,8,9,10	Literacy WHST 5
				Pathway Standards BM-BIM 1,2,3,4,5, BM-MGT 1,2,4,5,6,7,8 MK-COM 1,2,3,4,5 MK-MGT 1,4,5,6,7 MK-RES 1,2,3	Math Science
			<ul style="list-style-type: none"> • Project is implemented 	Career Ready Practices	ELA 11-12 W 1,2,3,5,6,7

Second Quarter-Level 4

Driving Question: How might I demonstrate entrepreneurship to solve a problem or meet a need?

Possible project 1: Project is a 35- week long project across the year. In the second quarter, students implement their venture.

Unit	Key Questions	Key Learning Targets (Students will know and be able to:)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
Resources and networks for small business	<ul style="list-style-type: none"> • What networks and resources support entrepreneurs both locally and nationally? • What networks and resources support my venture? 	<ul style="list-style-type: none"> • Identify local and national networks and organizations for small business. • Connect with a network relevant to their project. 	<ul style="list-style-type: none"> • Journal • Written assignments and tasks • Feedback from mentor 	CRP 1,2,4,7,10,12	11-12 SL 1,2,3,4,5,6 11-12 L 1,2,3,4,6
				Cluster Standards BM 1,2,3,4,5,6 MK 2,3,4,5,6,7,8,9,10	Literacy WHST 5
				Pathway Standards BM-BIM 1,2,3,4,5, BM-MGT 1,2,4,5,6,7,8 MK-COM 1,2,3,4,5 MK-MGT 1,4,5,6,7 MK-RES 1,2,3	Math Science

Third Quarter-Level 4

**Driving Question: Driving Question: How might I demonstrate entrepreneurship to solve a problem or meet a need?
Possible project 1: Project is a 35-week long project across the year. In the third quarter, students implement their venture.**

Unit	Key Questions	Key Learning Targets (Students will know and be able to:)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
Using data to make decisions to respond to issues	<ul style="list-style-type: none"> • How does data-based decision-making impact my next steps? • How do I continue to revise plans based on reality? 	<ul style="list-style-type: none"> • Collect, analyze and evaluate data regarding their capstone business project. • Implement revisions as indicated from data. 	<ul style="list-style-type: none"> • Collect, analyze and evaluate data regarding their capstone business project. • Implement revisions as indicated from data. • Class assignments • Journal 	Career Ready Practices CRP 1,2,4	ELA 11-12 W 1,2,3,5,6,7 11-12 SL 1,2,3,4,5,6 11-12 L 1,2,3,4,6
				Cluster Standards BM 1,2,3,4,5,6 MK 2,3,4,5,6,7,8,9,10 FN 1,2,9,12	Literacy RST 8,9
				Pathway Standards BM-BIM 1,2,3,4,5, BM-MGT 1,2,4,5,6,7,8 MK-COM 1,2,3,4,5 MK-MGT 1,4,5,6,7 MK-RES 1,2,3 FN-BFN 1,2,3,4	Math Science
How to impact and influence clientele (Promotion of service or product and customer service)	<ul style="list-style-type: none"> • What is the impact of advertising or promotion? • How do I build and retain clientele? 	<ul style="list-style-type: none"> • Articulate elements of promotion. • Demonstrate promotion of their service or product. • Evaluate the impact of promotion as relating to their project. • Demonstrate growth in customers served or other relevant analytic. 	<ul style="list-style-type: none"> • Growth of their venture by relevant analytic • Class assignments • Journal 	Career Ready Practices CRP 1,2,4,5,6,7,8,12	ELA 11-12 W 1,2,3,5,6,7 11-12 SL 1,2,3,4,5,6 11-12 L 1,2,3,4,6
				Cluster Standards BM 1,2,3,4,5,6 MK 2,3,4,5,6,7,8,9,10	Literacy WHST 2,5
				Pathway Standards BM-BIM 1,2,3,4,5, BM-MGT 1,2,4,5,6,7,8 MK-COM 1,2,3,4,5 MK-MGT 1,4,5,6,7 MK-RES 1,2,3	Math Science
Importance of customer service and how an entrepreneurial	<ul style="list-style-type: none"> • What is important for customer service? 	<ul style="list-style-type: none"> • Critique and respond to their customer service feedback. 	<ul style="list-style-type: none"> • Reviews of their venture by users • Class assignments 	Career Ready Practices CRP 1,2,4,5,8,9,12	ELA 11-12 W 1,2,3,5,6,7 11-12 SL 1,2,3,4,5,6 11-12 L 1,2,3,4,6

Third Quarter-Level 4

**Driving Question: Driving Question: How might I demonstrate entrepreneurship to solve a problem or meet a need?
Possible project 1: Project is a 35-week long project across the year. In the third quarter, students implement their venture.**

Unit	Key Questions	Key Learning Targets (Students will know and be able to:)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
venture fits into and becomes integrated into a community	<ul style="list-style-type: none"> What part in community or society does a business play? 	<ul style="list-style-type: none"> Provide examples of how an entrepreneurial venture may integrate into a community or society. 	<ul style="list-style-type: none"> Journal 	Cluster Standards BM 1,2,3,4,5,6 MK 2,3,4,5,6,7,8,9,10	Literacy RST 9 WHST 3
				Pathway Standards BM-BIM 1,2,3,4,5, BM-MGT 1,2,4,5,6,7,8 MK-COM 1,2,3,4,5 MK-MGT 1,4,5,6,7 MK-RES 1,2,3 MK-RES 1,2,3	Math Science

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Fourth Quarter-Level 4

Driving Question: How might I demonstrate entrepreneurship to solve a problem or meet a need?

Who am I as an entrepreneur?

Possible project 1: Completion and evaluation of capstone project (continued)

Possible project 2: Creating your portfolio, resume and social presence

Unit	Key Questions	Key Learning Targets (Students will know and be able to:)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
How to flex and grow a business for future	<ul style="list-style-type: none"> How might I grow the enterprise from my capstone project? What are the strengths and gaps from my capstone project? What is the infrastructure needed to grow a business? 	<ul style="list-style-type: none"> Evaluate their experience with capstone project. Articulate what might be needed to grow their capstone project. 	<ul style="list-style-type: none"> Project is concluded and reflection piece written and shared with mentor Feedback from mentor Journal 	Career Ready Practices CRP 1,2,4,5,6,7,8,9,12	ELA 11-12 W 1,2,3,5,6,7 11-12 SL 1,2,3,4,5,6 11-12 L 1,2,3,4,6
				Cluster Standards BM 1,2,3,4,5,6 MK 2,3,4,5,6,7,8,9,10 FN 9	Literacy RST 8,9
				Pathway Standards BM-BIM 1,2,3,4,5, BM-MGT 1,2,4,5,6,7,8 MK-COM 1,2,3,4,5 MK-MGT 1,4,5,6,7 MK-RES 1,2,3 FN-BFN 1,2,3,4	Math Science
Basic hiring and retaining employees	<ul style="list-style-type: none"> What are key elements for hiring employees? What skills and traits are necessary for any employee? What are regulations and documents required to hire? How do I post and advertise to hire? How is on-boarding and supervision provided? 	<ul style="list-style-type: none"> Identify key hiring practices. Identify key skills and traits for relevant employee. Identify regulations regarding employment. Identify documents needed to hire an employee. Articulate key elements for on-boarding and supervision. 	<ul style="list-style-type: none"> Written assignments Class presentations Journal Mock ad and handbook 	Career Ready Practices CRP 1,2,4,5,9,12	ELA 11-12 R 1,2,4,7,8,9 11-12 W 1,2,3,5,6,7 11-12 SL 1,2,3,4,5,6 11-12 L 1,2,3,4,6
				Cluster Standards BM 2,6, FN 3	Literacy RST 1,4
				Pathway Standards BM-MGT 4,7 BM-HR 1,2,3,4,5,6,7	Math Science
Who am I as an entrepreneur?	<ul style="list-style-type: none"> What are my personal talents and strengths for entrepreneurship? How have I grown? 	<ul style="list-style-type: none"> Articulate their personal talents and strengths. Articulate areas of growth and a personal plan of action. 	<ul style="list-style-type: none"> Journal Resume Portfolio 	Career Ready Practices CRP 1,4,10	ELA 11-12 W 1,2,3,5,6,7 11-12 SL 1,2,3,4,5,6 11-12 L 1,2,3,4,6
				Cluster Standards	Literacy

Fourth Quarter-Level 4

Driving Question: How might I demonstrate entrepreneurship to solve a problem or meet a need?

Who am I as an entrepreneur?

Possible project 1: Completion and evaluation of capstone project (continued)

Possible project 2: Creating your portfolio, resume and social presence

Unit	Key Questions	Key Learning Targets (Students will know and be able to:)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
	<ul style="list-style-type: none"> • What is my mission and vision? • What are areas of growth for me? 	<ul style="list-style-type: none"> • Create their personal elevator speech for future goals. • Create or revise a resume. • Create or revise a portfolio. • Create or revise professional social media presence. 	<ul style="list-style-type: none"> • Professional social media presence • Class presentations 	BM 3 Pathway Standards	WHST 3 Math Science

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**CCTC: Common Career and Technical Core
Career Ready Practices**

1	Act as a responsible and contributing citizen and employee.
2	Apply appropriate academic and technical skills.
3	Attend to personal health and financial well-being.
4	Communicate clearly and effectively and with reason.
5	Consider the environmental, social, and economic impacts of decisions.
6	Demonstrate creativity and innovation.
7	Employ valid and reliable research strategies.
8	Utilize critical thinking to make sense of problems and persevere in solving them.
9	Model integrity, ethical leadership, and effective management.
10	Plan education and career paths aligned to personal goals.
11	Use technology to enhance productivity.
12	Work productively in teams while using cultural global competence.

Full text: [CareerReadyPractices-FINAL.pdf \(careertech.org\)](#)

CCTC: Common Career and Technical Core
Career Cluster and Pathway Standards for Business Management and Administration

Area	Number	Standard
Career Cluster: Business Management and Administration	BM 1	Utilize mathematical concepts, skills and problem solving to obtain necessary information for decision-making in business.
	BM 2	Describe laws, rules and regulations as they apply to effective business operations.
	BM 3	Explore, develop and apply strategies for ensuring a successful business career.
	BM 4	Identify, demonstrate and implement solutions in managing effective business customer relationships.
	BM 5	Implement systems, strategies and techniques used to manage information in a business.
	BM 6	Implement, monitor and evaluate business processes to ensure efficiency and quality results.
Career Pathway: General Management	BM-MGT 1	Describe and follow laws and regulations affecting business operations and transactions.
	BM-MGT 2	Access, evaluate and disseminate information for business decision making.
	BM-MGT 3	Apply economic concepts fundamental to global business operations.
	BM-MGT 4	Employ and manage techniques, strategies and systems to enhance business relationships.
	BM-MGT 5	Plan, monitor, manage and maintain the use of financial resources to ensure a business's financial well-being.
	BM-MGT 6	Plan, monitor and manage day-to-day business activities to sustain continued business functioning.
	BM-MGT 7	Plan, organize and manage an organization/department to achieve business goals.
	BM-MGT 8	Create strategic plans used to manage business growth, profit and goals.
Career Pathway: Business Information Management	BM-BIM 1	Describe and follow laws and regulations affecting business operations and transactions.
	BM-BIM 2	Plan, monitor and maintain the use of financial resources to ensure a business's financial well-being.
	BM-BIM 3	Access, evaluate and disseminate information for business decision making.
	BM-BIM 4	Plan, monitor and manage day-to-day business activities to sustain continued business functioning.
	BM-BIM 5	Plan, organize and manage an organization/department to achieve business goals.
Career Pathway: Human Resources Management Career Pathway	BM-HR 1	Describe and follow laws and regulations affecting human resource operations.
	BM-HR 2	Access, evaluate and disseminate information for human resources management decision making.
	BM-HR 3	Motivate and supervise personnel to achieve completion of projects and business goals.
	BM-HR 4	Plan, monitor and manage the use of financial and human resources to ensure a business's financial well-being.
	BM-HR 5	Plan, staff, lead and organize human resources to enhance productivity and satisfaction.
	BM-HR 6	Plan, monitor and manage day-to-day business activities to foster a healthy and safe work environment.
	BM-HR 7	Plan, organize and implement compensation, benefits, health and safety programs.
Career Cluster: Marketing	MK-1	Describe the impact of economics, economics systems and entrepreneurship on marketing.
	MK-2	Implement marketing research to obtain and evaluate information for the creation of a marketing plan.
	MK-3	Plan, monitor, manage and maintain the use of financial resources for marketing activities.
	MK-4	Plan, monitor and manage the day-to-day activities required for continued marketing business operations.
	MK-5	Describe career opportunities and the means to achieve those opportunities in each of the Marketing Career Pathways.
	MK-6	Select, monitor and manage sales and distribution channels.
	MK-7	Determine and adjust prices to maximize return while maintaining customer perception of value.
	MK-8	Obtain, develop, maintain and improve a product or service mix in response to market opportunities.
	MK-9	Communicate information about products, services, images and/or ideas to achieve a desired outcome.
	MK- 10	Use marketing strategies and processes to determine and meet client needs and wants.
Career Pathway: Marketing Management	MK-MGT-1	Plan, organize and lead marketing staff to achieve business goals.
	MK-MGT-2	Plan, manage and monitor day-to-day marketing management operations.
	MK-MGT-3	Plan, manage and organize to meet the requirements of the marketing plan.
	MK-MGT-4	Access, evaluate and disseminate information to aid in making marketing management decisions.
	MK-MGT-5	Determine and adjust prices to maximize return and meet customers' perceptions of value.
	MK-MGT-6	Obtain, develop, maintain and improve a product or service mix in response to market opportunities.
	MK-MGT-7	Communicate information about products, services, images and/or ideas.

Area	Number	Standard
Career Pathway: Marketing Research	MK-RES 1	Plan, organize and manage day-to-day marketing research activities.
	MK-RES 2	Design and conduct research activities to facilitate marketing business decisions.
	MK-RES 3	Use information systems and tools to make marketing research decisions.
Career Pathway: Marketing Communication	MK-COM 1	Apply techniques and strategies to convey ideas and information through marketing communications.
	MK-COM 2	Plan, manage and monitor day-to-day activities of marketing communications operations.
	MK-COM 3	Access, evaluate and disseminate information to enhance marketing decision-making processes.
	MK-COM 4	Obtain, develop, maintain and improve a marketing communications product or service mix to respond to market opportunities.
	MK-COM 5	Communicate information about products, services, images and/or ideas to achieve a desired outcome.

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**CCTC: Common Career and Technical Core
Career Cluster and Pathway Standards for Finance**

Area	Number	Standard
Career Cluster: Finance	FN 1	Utilized mathematical concepts, skills and problem solving to obtain necessary information for decision making in the finance industry.
	FN-2	Utilize tools, strategies and systems to plan, monitor, manage and maintain the use of financial resources.
	FN-3	Plan, staff, lead and organize human resources in finance to enhance employee productivity and job satisfaction.
	FN-4	Determine effective tools, techniques and systems to communicate and deliver value to finance customers.
	FN-5	Create and maintain positive, ongoing relationships with finance customers.
	FN-6	Plan, monitor and manage day-to-day activities to ensure effective and efficient finance operations.
	FN-7	Implement safety, health and environmental controls to ensure a safe and productive finance work workplace.
	FN-8	Describe and follow laws, regulations and ethical standards that affect finance operations and transactions.
	FN-9	Plan, manage and maintain the use of financial resources to protect solvency.
	FN-10	Plan, organize and manage a finance organization/department.
	FN-11	Plan, monitor and manage day-to-day activities required to sustain continued business functioning.
	FN-12	Access, evaluate and disseminate financial information to enhance financial decision-making processes.
	FN-13	Manage a financial product or service mix in order to respond to market opportunities.
	FN-14	Employ financial risk-management strategies and techniques used to minimize business loss.
Career Pathway: Business Finance	FN-BFN 1	Describe and follow laws and regulations to manage accounting operations and transactions.
	FN-BFN 2	Manage the use of financial resources to ensure business stability.
	FN-BFN 3	Utilize career-planning concepts, tools, and strategies to explore, obtain and/or develop in a corporate finance career.
	FN-BFN 4	Employ risk-management strategies and techniques in corporate finance to minimize business loss.

Full text for: **Business Management Cluster and Pathways [Business Management & Administration | Advance CTE \(careertech.org\)](https://careertech.org)**
Marketing Cluster and Pathways [Marketing | Advance CTE \(careertech.org\)](https://careertech.org)
Finance [Finance | Advance CTE \(careertech.org\)](https://careertech.org)

New York State Standards for ELA and Literacy

NYS ELA Standards

9th-10th Grade Reading Standards (Literary and Informational Text)

Key Ideas and Details	
9-10R1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for deeper understanding and for further exploration. (RI&RL)
9-10R2	Determine one or more themes or central ideas in a text and analyze its development, including how it emerges and is shaped and refined by specific details; objectively and accurately summarize a text. (RI&RL)
9-10R3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text. In literary texts, analyze how complex and/or dynamic characters develop, interact with other characters, advance the plot, or develop a theme. (RL) In informational texts, analyze how the author unfolds an analysis or argument, including the sequence, the introduction and development of ideas, and the connections that exist. (RI)
Craft and Structure	
9-10R4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood. Examine technical or key terms and how language differs across genres. (RI&RL)
9-10R5	In literary texts, consider how varied aspects of structure create meaning and affect the reader. (RL) In informational texts, consider how author's intent influences particular sentences, paragraphs, or sections. (RI)
9-10R6	Analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., examine rhetorical strategies, literary elements, and devices). (RI&RL)
Integration of Knowledge and Ideas	
9-10R7	Analyze how a subject / content is presented in two or more formats by determining which details are emphasized, altered, or absent in each account. (e.g., analyze the representation of a subject / content or key scene in two different formats, examine the differences between a historical novel and a documentary). (RI&RL)
9-10R8	Delineate and evaluate an argument and specific claims in a text, assessing the validity or fallacy of key statements by examining whether the supporting evidence is relevant and sufficient. (RI&RL)
9-10R9	Choose and develop criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences. (RI&RL)

9th-10th Grade Writing Standards

Text Types and Purposes	
9-10W1	Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
9-10W2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
9-10W3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
9-10W4	Create a poem, story, play, art work, or other response to a text, author, theme, or personal experience; demonstrate knowledge and understanding of a variety of techniques and genres. Explain divergences from the original when appropriate.
9-10W5	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 9/10 Reading standards to both literary and informational text, where applicable.
Research to Build and Present Knowledge	
9-10W6	Conduct research to answer questions, including self-generated questions, or solve a problem; narrow or broaden the inquiry when appropriate. Synthesize multiple sources, demonstrating understanding of the subject under investigation.
9-10W7	Gather relevant information from multiple sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas; avoid plagiarism and follow a standard format for citation.

9th-10th Grade Speaking and Listening

Comprehension and Collaboration	
9-10SL1	Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.
9-10SL2	Integrate multiple sources of information presented in diverse formats (e.g., including visual, quantitative, and oral), evaluating the credibility, accuracy, and relevance of each source.
9-10SL3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; identify any fallacious reasoning or exaggerated or distorted evidence.
Presentation of Knowledge and Ideas	
9-10SL4	Present claims, findings, and supporting evidence clearly, concisely, and logically; organization, development, substance, and style are appropriate to task, purpose, and audience.
9-10SL5	Make strategic use of digital media and/or visual displays in presentations to enhance understanding of findings, reasoning, and evidence, and to add elements of interest to engage the audience.
9-10SL6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

9th-10th Grade Language Standards

Conventions of Academic English	
Anchor L1	Demonstrate command of the conventions of academic English grammar and usage when writing or speaking*.
Anchor L2	Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing*.
Knowledge of Language	
9-10L3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
Vocabulary Acquisition and Use	
9-10L4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
9-10L5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
9-10L6	Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Core Conventions Skills for Grades 9-12

- Use parallel structure.
- Use various types of phrases and clauses to add variety and interest to writing or presentations.
- Understand that usage is a matter of convention that can change over time.
- Resolve issues of complex or contested usage, consulting references as needed.

Core Punctuation and Spelling Skills for Grades 9-12

- Use punctuation (commas, parentheses, dashes, hyphens) to clarify and enhance writing.
- Use a semicolon to link two or more closely related independent clauses.
- Use a colon to introduce a list or quotation.

11th-12th Grade Reading Standards (Literary and Informational Text)

Key Ideas and Details	
11-12R1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration. (RI&RL)
11-12R2	Determine two or more themes or central ideas in a text and analyze their development, including how they emerge and are shaped and refined by specific details; objectively and accurately summarize a complex text. (RI&RL)
11-12R3	In literary texts, analyze the impact of author's choices. (RL) In informational texts, analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop. (RI)
Craft and Structure	
11-12R4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text. (RI&RL)
11-12R5	In literary texts, analyze how varied aspects of structure create meaning and affect the reader. (RL) In informational texts, analyze the impact and evaluate the effect structure has on exposition or argument in terms of clarity, persuasive/rhetorical technique, and audience appeal. (RI)
11-12R6	Analyze how authors employ point of view, perspective, and purpose, to shape explicit and implicit messages (e.g., persuasiveness, aesthetic quality, satire, sarcasm, irony, or understatement). (RI&RL)
Integration of Knowledge and Ideas	
11-12R7	In literary texts, analyze multiple adaptations of a source text as presented in different formats (e.g., works of art, graphic novels, music, film, etc.), specifically evaluating how each version interprets the source. (RL) In informational texts, integrate and evaluate sources on the same topic or argument in order to address a question, or solve a problem. (RI)
11-12R8	Delineate and evaluate an argument in applicable texts, applying a lens (e.g. constitutional principles, logical fallacy, legal reasoning, belief systems, codes of ethics, philosophies, etc.) to assess the validity or fallacy of key arguments, determining whether the supporting evidence is relevant and sufficient. (RI&RL)
11-12R9	Choose and develop criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences. (RI&RL)

11th-12th Grade Writing Standards

Text Types and Purposes	
11-12W1	Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
11-12W2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
11-12W3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
11-12W4	Create a poem, story, play, art work, or other response to a text, author, theme, or personal experience; demonstrate knowledge and understanding of a variety of techniques and genres. Explain connections between the original and the created work.
11-12W5	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 11/12 Reading standards to both literary and informational text, where applicable.
Research to Build and Present Knowledge	
11-12W6	Conduct research through self-generated question, or solve a problem; narrow or broaden the inquiry when appropriate. Synthesize multiple sources, demonstrating understanding and analysis of the subject under investigation.
11-12W7	Gather relevant information from multiple sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas; avoid plagiarism, overreliance on one source, and follow a standard format for citation.

11th-12th Grade Speaking and Listening

Comprehension and Collaboration	
11-12SL1	Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.
11-12SL2	Integrate multiple sources of information presented in diverse formats (e.g., including visual, quantitative, and oral). Evaluate the credibility and accuracy of each source, and note any discrepancies among the data to make informed decisions and solve problems.
11-12SL3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; assess the premises and connections among ideas, diction, and tone.
Presentation of Knowledge and Ideas	
11-12SL4	Present claims, findings, and supporting evidence, conveying a clear and distinct perspective; alternative or opposing perspectives are addressed; organization, development, substance, and style are appropriate to task, purpose, and audience.
11-12SL5	Make strategic use of digital media and/or visual displays in presentations to enhance understanding of findings, reasoning, and evidence, and to add elements of interest to engage the audience.
11-12SL6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

11th-12th Grade Language Standards

Conventions of Academic English	
Anchor L1	Demonstrate command of the conventions of academic English grammar and usage when writing or speaking*.
Anchor L2	Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing*
Knowledge of Language	
11-12L3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
Vocabulary Acquisition and Use	
11-12L4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
11-12L5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
11-12L6	Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Core Conventions Skills for Grades 9-12

- Use parallel structure.
- Use various types of phrases and clauses to add variety and interest to writing or presentations.
- Understand that usage is a matter of convention that can change over time.
- Resolve issues of complex or contested usage, consulting references as needed.

Core Punctuation and Spelling Skills for Grades 9-12

- Use punctuation (commas, parentheses, dashes, hyphens) to clarify and enhance writing.
- Use a semicolon to link two or more closely related independent clauses.
- Use a colon to introduce a list or quotation.

Full text: [New York State Next Generation English Language Arts Learning Standards \(nysed.gov\)](https://www.nysed.gov/education/standards/next-generation-english-language-arts-learning-standards)

NYS Literacy Standards: NYS Next Generation 6-12 Literacy Standards in History/Social Studies, Science, and Technical Subjects

Reading Standards for Literacy in Science and Technical Subjects 9-10	
RST 1	Cite specific evidence to support analysis of scientific and technical texts, charts, diagrams, etc. attending to the precise details of the source. Understand and follow a detailed set of directions.
RST 2	Determine the key ideas or conclusions of a source; trace the source's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the source.
RST 3	Analyze how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc. Craft and Structure
RST 4	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources; describe how the inclusion of charts, graphs, diagrams, data influence conclusion(s).
RST 5	Describe how the text structures information or ideas into categories or hierarchies, including how the major sections contribute to the whole and to an understanding of the topic.
RST 6	Describe purpose and/or point of view when an author is presenting information, describing a procedure, discussing an experiment, etc. Integration of Knowledge and Ideas
RST 7	Translate scientific or technical information expressed as written text into visual form (e.g., a table or chart), and translate information expressed visually or mathematically (e.g., in an equation) into words.
RST 8	Assess the extent to which the reasoning and evidence in a source support the author's claim or a recommendation for solving a scientific or technical problem.
RST 9	Compare and contrast findings presented in a source to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 9-10	
WHST 1	Write arguments focused on discipline-specific content.
WHST 2	Write informative/explanatory text focused on discipline-specific content.
WHST 3	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
WHST 4	Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.
WHST 5	Conduct short as well as more sustained research projects to answer a question (including a self-generated question), analyze a topic, or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
WHST 6	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question and the accuracy of each source by applying discipline-specific criteria; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
WHST 7	Draw evidence from informational texts to support analysis, reflection, and research.

NYS Literacy Standards: NYS Next Generation 6-12 Literacy Standards in History/Social Studies, Science, and Technical Subjects

Reading Standards for Literacy in Science and Technical Subjects 11-12	
RST 1	Cite specific evidence to support analysis of scientific and technical texts, charts, diagrams, etc. attending to the precise details of the source, and attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
RST 2	Determine the key ideas or conclusions of a source; summarize complex concepts, processes, or information presented in a source by paraphrasing in precise and accurate terms.
RST 3	Analyze how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.; analyze/evaluate the results and conclusions based on explanations in the text.
RST 4	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.
RST 5	Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
RST 6	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
RST 7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
RST 8	Evaluate the data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
RST 9	Compare and contrast findings presented in a source to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 11-12	
WHST 1	Write arguments focused on discipline-specific content.
WHST 2	Write explanatory and analytical text focused on discipline-specific content and which uses strategies for conveying information like those used in the respective discipline.
WHST 3	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
WHST 4	Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.
WHST 5	Conduct short as well as more sustained research projects to answer a question (including a self-generated question), analyze a topic, or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
WHST 6	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience as well as by applying discipline-specific criteria used in the social sciences or sciences; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
WHST 7	Draw evidence from informational texts to support analysis, reflection, and research.

Full text: [New York State Next Generation Learning Standards for Literacy in History/Social Studies, Science and Technical Subjects \(nysed.gov\)](https://www.nysed.gov/standards/next-generation-learning-standards-for-literacy-in-history-social-studies-science-and-technical-subjects)