



Texas CTE Standards Correlation

JA Entrepreneurial Mindset

Session Descriptions	Student Objectives	CTE Standards 130.384. Entrepreneurship	TEKS Entrepreneurship Standards
Theme 1: Entrepreneurial Abilities, Opportunities, and Market			
<p>Project: Explore 21st Century Entrepreneurship</p> <p>Students explore how team members contribute to the success of a project. Students also consider how 21st century skills contribute to entrepreneurial and business success. Students will form teams, assess team strengths and weaknesses, and create a team agreement establishing team values.</p>	<p>Students Will:</p> <ul style="list-style-type: none"> • Self-assess 21st century skills and determine role on a team. • Analyze team members' skills and develop a plan to function effectively as a team. 	<p>1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:</p> <p>(A) communicate effectively with others using speaking, listening, and writing skills;</p> <p>(B) demonstrate collaboration skills through teamwork;</p> <p>(C) demonstrate professionalism by conducting oneself in a manner appropriate for the profession and workplace;</p> <p>(D) demonstrate a positive, productive work ethic by performing assigned tasks as directed;</p> <p>(E) demonstrate integrity by choosing the ethical course of action and complying with all applicable rules, laws, and regulations;</p> <p>(F) demonstrate time-management skills such as prioritizing tasks, following schedules, and tending to goal-relevant activities in ways that use time wisely and optimize efficiency and results; and</p> <p>(G) demonstrate leadership skills by participating in career and technical student organizations</p>	<p>8) The student uses leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives. The student is expected to participate in leadership and career development.</p> <p>24D) The student knows that marketing research is a specific inquiry to solve a problem. The student is expected to use appropriate technology to describe the use of electronic data interchange in marketing information and research activities.</p>

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<p>1.1 The Role of an Entrepreneur</p> <p>Entrepreneurs are people who identify a need and fill it. The success of an entrepreneur is important to the country because the business contributes to the health of the economy as well as impacting local communities. Entrepreneurs are known to be creative innovators with passion—an excitement to do something. Their passion creates the drive and motivation necessary for success.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Explain the terms entrepreneur and intrapreneur. • Compare and contrast the roles of entrepreneur and employee. • Describe the impact of entrepreneurs on the local and national economy. 	<p>2) The student demonstrates an understanding of entrepreneurship and the entrepreneurial way of life. The student is expected to:</p> <p>(A) clarify the terms entrepreneurship and entrepreneur;</p> <p>(B) define small business; and</p> <p>(C) analyze the advantages and disadvantages of entrepreneurship.</p>	<p>1A) The student demonstrates an understanding of entrepreneurship and the entrepreneurial way of life. The student is expected to clarify the terms entrepreneurship and entrepreneur.</p>
<p>1.2 Entrepreneurial Strengths and Talents</p> <p>Students learn that successful entrepreneurs (and intrapreneurs) have different personality profiles from other employees and that they have an identifiable set of strengths. They understand that such individuals might run a Fortune 500 company or a nonprofit organization, or they might just enjoy solving problems. Students will see entrepreneurial strengths in everyone and that it is important to know and develop one's own strengths.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Identify characteristics of a successful entrepreneur. • Compare risks and benefits of choosing to be an entrepreneur. • Examine personal entrepreneurial qualifications and characteristics. • Develop a plan for building entrepreneurial skills. 	<p>2) The student demonstrates an understanding of entrepreneurship and the entrepreneurial way of life. The student is expected to:</p> <p>(A) clarify the terms entrepreneurship and entrepreneur;</p>	<p>1C) The student demonstrates an understanding of entrepreneurship and the entrepreneurial way of life. The student is expected to illustrate why someone may want to be an entrepreneur.</p>
<p>1.3 Entrepreneurial Ethical Responsibilities</p> <p>Students learn that entrepreneurs have ethical responsibilities in many dimensions: at the societal level, the organizational level, and the individual level. Students analyze possible actions in response to an ethical dilemma in the workplace and develop an action plan for the business owner. Then, students discuss the importance of a code of ethics and ways of promoting ethical behavior in the workplace.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Define ethics and identify common ethical issues for entrepreneurs. • Analyze the effect of unethical behavior for a business. • Identify strategies that promote ethical behavior in a small business. • Develop a code of ethics for a business venture. 	<p>1 (E) demonstrate integrity by choosing the ethical course of action and complying with all applicable rules, laws, and regulations;</p> <p>(17) The student understands the importance of a business's social responsibility to society as it relates to shareholders, employees, customers, the community, and the environment. The student is expected to discuss the responsibility of business.</p> <p>(18) The student understands business ethics and legal responsibilities.</p>	<p>1D) The student demonstrates an understanding of entrepreneurship and the entrepreneurial way of life. The student is expected to explain how integrity and ethical behavior apply to a small business.</p>

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<p>1.4 Idea Generation</p> <p>Students learn that entrepreneurship focuses on recognizing and acting upon a business opportunity, often through recognizing a problem and coming up with an idea for a product or service that will solve the problem. They then evaluate the idea and determine the best option for starting their business, franchise or partnership. Students will practice brainstorming business ideas and planning the best way to develop the idea.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Identify a problem or need and develop a list of solutions. • Generate ideas for a product or service that meets customers' needs. • Evaluate the advantages and disadvantages of starting a new business versus purchasing an existing business or a franchise to fill a need. 	<p>(13) The student knows elements and processes of product planning. The student is expected to:</p> <p>(A) explain the nature and scope of product planning;</p>	<p>14A) The student knows elements and processes of product planning. The student is expected to describe stages of new-product planning.</p>
<p>Case Study: Developing Ideas</p> <p>Students learn about the effect of innovation on the business life cycle, then use the Design Thinking process to identify an innovation for a mature business.</p>	<p>Students Will:</p> <ul style="list-style-type: none"> • Describe the business life cycle and the importance of innovation to the cycle. • Develop a socially responsible business innovation, using the Design Thinking process. • Explain the role intrapreneurs can play in the growth of a business. 	<p>(6) The student explains and demonstrates how to meet the needs of a growing organization. The student is expected to:</p> <p>(A) describe the role of operations and organization in a growing business; a</p>	<p>14A) The student knows elements and processes of product planning. The student is expected to describe stages of new-product planning.</p> <p>14C) The student knows elements and processes of product planning. The student is expected to identify stages of the product life cycle for new or existing products.</p>

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Theme 2: Business Plan			
<p>Project: Identify a Business Problem</p> <p>Students identify problems that can be solved with a new business and write a business challenge statement that includes an explanation of the problem and supporting evidence as well as a description of the options currently available to solve the problem.</p>	<p>Students Will:</p> <ul style="list-style-type: none"> Brainstorm a list of business problems using team member input. Develop a challenge statement describing a potential business problem. 	<p>(5) The student explains the goal of a business and its unique proposition. The student is expected to:</p> <p>(A) describe the nature of a business and list the marketplace needs that it satisfies;</p> <p>(B) explain how a business's products and services meet the needs of the market;</p> <p>(C) list the specific consumers, organizations, or businesses that a company targets or will target;</p> <p>(D) explain the competitive advantages that make a business successful;</p>	<p>3A) The student identifies the importance of a well-written business plan. The student is expected to categorize a business plan and the need for a well-orchestrated business plan.</p>
<p>2.1 Business Plan for Stakeholders</p> <p>Students learn that a business proposal needs not just a pitch but a plan. They understand that a business plan provides a roadmap for where a business wants to go, and how it plans to get there. Students learn that business plans have different types of stakeholders—parties with different interests in the future of an enterprise.</p>	<p>Students will:</p> <ul style="list-style-type: none"> Explain the purpose of a business plan. Describe the types of business plans. Analyze the relevance of the information in a business plan to different stakeholders. 	<p>(4) The student identifies the importance of a well-written business plan. The student is expected to:</p> <p>(A) identify the need for and the characteristics of a well-orchestrated business plan;</p> <p>(B) research business plan outlines, resources, and templates; and</p> <p>(C) create and present a well-orchestrated business plan and critically explain the contents.</p>	<p>3A) The student identifies the importance of a well-written business plan. The student is expected to categorize a business plan and the need for a well-orchestrated business plan.</p> <p>3B) The student identifies the importance of a well-written business plan. The student is expected to research business plan outlines, resources, and templates using web search engines.</p>

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<p>2.2 Business Plan Elements</p> <p>Students learn about the parts of a business plan by reviewing sample plans. Students analyze samples to determine effective techniques for sharing information in a business plan. They work collaboratively to write a business plan for a business in their community.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Identify the major elements of a business plan. • Review sample business plans. • Determine the information to be included in each element of the business plan. 	<p>(4) The student identifies the importance of a well-written business plan. The student is expected to:</p> <p>(A) identify the need for and the characteristics of a well-orchestrated business plan;</p> <p>(B) research business plan outlines, resources, and templates; and</p> <p>(C) create and present a well-orchestrated business plan and critically explain the contents.</p>	<p>3A) The student identifies the importance of a well-written business plan. The student is expected to categorize a business plan and the need for a well-orchestrated business plan.</p> <p>3B) The student identifies the importance of a well-written business plan. The student is expected to research business plan outlines, resources, and templates using web search engines.</p>
<p>2.3 Business Plan Financials</p> <p>Students learn the importance of assessing the costs and revenues of a business. They learn what a balance sheet, an income statement, and a cashflow statement are used for and the differences between them. Students use financial data to prepare an income statement for a start-up business.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Assess the costs associated with starting, managing, and growing a start-up business. • Compare and contrast a cash flow statement, pro forma income statement, and pro forma balance sheet, and interpret the uses of each. • Prepare a financial statement that could be included in the financial section of a business plan. 	<p>(8) The student demonstrates and explains financial and accounting terms and forms. The student is expected to:</p> <p>(A) explain and define basic accounting functions, terms, assets, and types of assets, including cash; accounts receivable; fixed, liquid, and illiquid assets; and inventory goods on hand;</p> <p>(I) discuss the importance of budgeting and cash flow;</p> <p>(J) use common accounting forms to demonstrate an understanding of their functions and results;</p>	<p>3F) The student identifies the importance of a well-written business plan. The student is expected to develop a financial plan.</p>
<p>2.4 Sourcing the Plan</p> <p>Students learn about the range of options that entrepreneurs have for sourcing funds for their startups. Students weigh the pros and cons of the options available and determine the best approach for different start-ups. They research the factors that lenders consider before making loans.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Identify the steps to take to raise money for a start-up. • Describe documentation and requirements for getting a loan from a financial institution. • Evaluate capital options to finance a start-up. 	<p>(7) The student explains investment and financial resources to achieve business goals and objectives.</p> <p>The student is expected to:</p> <p>(A) determine the financial plan, including financial requirements and sources of financing;</p> <p>(B) explain the idea of a growth strategy, including horizontal and vertical growth strategies;</p>	<p>4H) The student explains and demonstrates how to meet the needs of the customer. The student is expected to research the financial plan, including financial requirements and sources of financing.</p>

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Theme 3: Economics			
<p>Project: Create a Business Solution</p> <p>Students identify and evaluate multiple solutions to address a business problem. Students will create a decision tree to evaluate proposed solutions. After evaluating their options, students will reach an agreement to pursue one of those options as their business idea.</p>	<p>Students Will:</p> <ul style="list-style-type: none"> • Brainstorm and evaluate business ideas to address a specific problem. • Conduct research and use evidence to determine feasibility of solutions. • Use a decision tree to analyze business solution options. 	<p>(13) The student knows elements and processes of product planning. The student is expected to:</p> <p>(A) explain the nature and scope of product planning;</p> <p>(B) define the term product mix; and</p> <p>(C) identify stages of the product life cycle for business products.</p>	<p>24A) The student knows that marketing research is a specific inquiry to solve a problem. The student is expected to identify benefits and limitations of marketing research.</p> <p>24B) The student knows that marketing research is a specific inquiry to solve a problem. The student is expected to identify components of the marketing research process.</p> <p>24C) The student knows that marketing research is a specific inquiry to solve a problem. The student is expected to explain how to use the marketing research process in order to identify potential markets, analyze demand, forecast sales, and make other decisions.</p> <p>24D) The student knows that marketing research is a specific inquiry to solve a problem. The student is expected to use appropriate technology to describe the use of electronic data interchange in marketing information and research activities.</p>
<p>3.1 Entrepreneurs and the Economy</p> <p>Students learn about opportunity cost, scarcity, supply, and demand, and how these basic economic principles affect businesses. They analyze entrepreneurs' choices about what they produce and how and for whom they produce it. Students analyze supply and demand and market-clearing price for a given product.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Define common economic terms. • Explain how economic concepts affect entrepreneurial ventures. • Analyze the relationship between supply and demand and price. • Construct and interpret a demand curve. 	NA	<p>4D) The student explains and demonstrates how to meet the needs of the customer. The student is expected to describe supply chain management.</p> <p>14A) The student knows elements and processes of product planning. The student is expected to describe stages of new-product planning.</p> <p>16A) The student knows that purchasing usually occurs in a continuous cycle. The student is expected to explain how entrepreneurs identify needs.</p>

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<p>3.2 Role of Profit</p> <p>Students learn about the importance of profit to a business. They will focus on profit-building behaviors and how to invest profits.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Compute the difference between total revenue and total expenses. • Evaluate short- and long-term alternatives for a business to reach profitability. • Establish a profit goal for an entrepreneurial venture. • Formulate a plan for utilizing profit in a business. 	<p>8 E) analyze profit and loss statements;</p> <p>(F) evaluate revenues and types of revenues;</p> <p>(G) determine expenses and types of expenses;</p>	<p>7K) The student is expected to demonstrate and explain financial and accounting terms and forms. The student is expected to explain how to evaluate and measure financial performance and analyze cost and profit relationships to guide business decision making, including return on investment, return on assets, return on equity, and debt ratios.</p>
<p>3.3 Function of Price</p> <p>Students review the relationship between price and supply and demand. They learn how production, wholesale, and retail prices are determined. Then students learn about different pricing strategies and the relationship among cost, price, and value.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Describe relationship among cost, price, and value. • Evaluate scenarios and determine the cost, price, and value in each. • Justify why retail prices are so much higher than the manufacturing costs of the product/service. 	<p>(11) The student knows that pricing has policies, objectives, and strategies. The student is expected to:</p> <p>(A) develop and analyze pricing objectives;</p> <p>(B) compare and contrast pricing policies for an entrepreneurial venture; and</p> <p>(12) The student knows the importance of managing the pricing structure. The student is expected to:</p> <p>(A) communicate the differences among pricing structures for goods, services, and ideas;</p>	<p>4D) The student explains and demonstrates how to meet the needs of the customer. The student is expected to demonstrate how to calculate prices, markups, and discounts.</p> <p>12B) The student knows the effects of credit on price and profit. The student is expected to describe how credit affects profit and the negotiated price.</p>
<p>3.4 International Trade</p> <p>Students learn about international trade and how and why countries import and export goods. They learn how international trade is based upon specialization and exchange, and compare and contrast some of the benefits of manufacturing overseas versus in the United States. Students research U.S. imports and analyze the benefits of importing.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Explain the relationship among trade, imports, and exports. • Describe the importance of international trade. • Identify products imported into the United States. 	<p>NA</p>	<p>10A) The student knows that international economic factors affect business planning. The student is expected to explain the nature of global trade.</p> <p>10E) The student knows that international economic factors affect business planning. The student is expected to identify strategies for entering international markets.</p>

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Theme 4: Stages of Small Business Growth			
Session Descriptions	Student Objectives	CTE Standards 130.384. Entrepreneurship	TEKS Entrepreneurship Standards
<p>Project: Describe the Product or Service</p> <p>Students develop a description of their proposed product or service including the features and benefits of the product. Students choose a name for their business and a catchphrase or logo and then create a prototype of the product.</p>	<p>Students will:</p> <ul style="list-style-type: none"> Develop a blueprint, prototype, or model of the business product or service. Describe the product or service, including its features and benefits of the product. 	<p>(5) The student explains the goal of a business and its unique proposition. The student is expected to:</p> <p>(A) describe the nature of a business and list the marketplace needs that it satisfies;</p> <p>(B) explain how a business's products and services meet the needs of the market;</p>	<p>14A) The student knows elements and processes of product planning. The student is expected to describe stages of new-product planning.</p> <p>14C) The student knows elements and processes of product planning. The student is expected to identify stages of the product life cycle for new or existing products.</p>
<p>4.1 Start-Up Stage</p> <p>Students explore the challenges and opportunities entrepreneurs encounter during the start-up stage of the business life cycle. Students also learn more about the types of decisions made during this stage.</p>	<p>Students will:</p> <ul style="list-style-type: none"> Recognize the four phases of the business life cycle. Describe the primary concerns and challenges for businesses in the start-up stage. Identify solutions for common start-up challenges. 	<p>(6) The student explains and demonstrates how to meet the needs of a growing organization. The student is expected to:</p> <p>(A) describe the role of operations and organization in a growing business; and</p> <p>(B) create an organizational chart that defines the structure of a company.</p>	<p>14A) The student knows elements and processes of product planning. The student is expected to describe stages of new-product planning.</p> <p>14B) The student knows elements and processes of product planning. The student is expected to define the term product mix.</p> <p>14C) The student knows elements and processes of product planning. The student is expected to identify stages of the product life cycle for new or existing products.</p>

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Theme 4: Stages of Small Business Growth			
Session Descriptions	Student Objectives	CTE Standards 130.384. Entrepreneurship	TEKS Entrepreneurship Standards
<p>4.2 Growth Stage</p> <p>Students explore the challenges and opportunities entrepreneurs encounter during the growth stage of the business life cycle. Students also learn more about the types of decisions made during this stage.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Explain the growth stage of the business life cycle for small businesses. • Describe the primary concerns and challenges for businesses in the growth stage. • Identify solutions for common challenges in the growth stage. 	<p>(6) The student explains and demonstrates how to meet the needs of a growing organization. The student is expected to:</p> <p>(A) describe the role of operations and organization in a growing business; and</p> <p>(B) create an organizational chart that defines the structure of a company.</p>	<p>5A) The student explains and demonstrates how to meet the needs of a growing organization. The student is expected to explain the role of professional management in the growing organization.</p> <p>5B) The student explains and demonstrates how to meet the needs of a growing organization. The student is expected to expound on the role of effective human resources management in the growing business, including recruitment, selection, training, development, compensation, labor relations, employee rights, sexual harassment, and discrimination.</p> <p>5C) The student explains and demonstrates how to meet the needs of a growing organization. The student is expected to describe the role of operations and organization in the growing business.</p> <p>5D) The student explains and demonstrates how to meet the needs of a growing organization. The student is expected to defend the need to manage risk in the growing business, including insurance and legal advice and consultation.</p>

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Theme 4: Stages of Small Business Growth			
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<p>4.3 Expansion Stage</p> <p>Students explore the challenges and opportunities entrepreneurs encounter during the expansion stage of the business life cycle. Students also learn more about the risks of expansion and what to consider before making that decision.</p>	<p>Students will:</p> <ul style="list-style-type: none"> Describe characteristics of businesses in the expansion stage of the business life cycle. Identify methods of expanding a business. Analyze expansion options for a small business and determine the most appropriate. 	<p>(6) The student explains and demonstrates how to meet the needs of a growing organization. The student is expected to:</p> <p>(A) describe the role of operations and organization in a growing business; and</p> <p>(B) create an organizational chart that defines the structure of a company.</p>	<p>17A) The student knows that entrepreneurial risk is the possibility of loss or failure. The student is expected to categorize business risks such as human, natural, and economic.</p> <p>17B) The student knows that entrepreneurial risk is the possibility of loss or failure. The student is expected to classify business risks as pure or speculative, controllable or uncontrollable, and insurable or uninsurable.</p> <p>17D) The student knows that entrepreneurial risk is the possibility of loss or failure. The student is expected to analyze examples of business risks to recommend and defend risk-management strategies.</p>
<p>4.4 Maturity Stage</p> <p>Students learn about the challenges and opportunities entrepreneurs encounter during the maturity stage of the business life cycle. Students explore the decisions involved updating products and making decisions about the future of a business.</p>	<p>Students will:</p> <ul style="list-style-type: none"> Describe characteristics of businesses in the maturity stage of the business life cycle. Identify options for addressing declining sales in the maturity stage. Determine the most appropriate option for a small business in the maturity stage. 	<p>(6) The student explains and demonstrates how to meet the needs of a growing organization. The student is expected to:</p> <p>(A) describe the role of operations and organization in a growing business; and</p> <p>(B) create an organizational chart that defines the structure of a company.</p>	<p>25E) The student knows the process of collecting marketing information to facilitate decision making. The student is expected to conduct an analysis of strengths, weaknesses, opportunities, and threats.</p>