

Entrepreneurship Experience

Career Cluster	All
Course Code	80026
Prerequisite(s)	None; Recommended: Foundational CTE Course(s)
Credit	0.5 to 1.0
Program of Study and	Foundational Course – Pathway Course – Capstone:
Sequence	Entrepreneurship Experience – Postsecondary Program.
Student Organization	DECA, Educator Rising, FBLA, FCCLA, FFA, HOSA, SkillsUSA
Coordinating Work-	Student-Run Enterprise, Mentoring, Cooperative Work Experience,
Based Learning	Project-Based Learning
Industry Certifications	May vary based on student's career interest and personal learning
	plan
Dual Credit or Dual	Varies depending upon entrepreneurship experience
Enrollment	
Teacher Certification	7-12 Certified Teachers, Certified School Counselors, Certified
	Administrators
	Best practice is to utilize an industry partner mentor for
	entrepreneurship knowledge and be facilitated by a certified
	educator.
Resources	SD Department of Education: Work-Based Learning Toolkit
	https://dlr.sd.gov/workforce_services/individuals/career_launch/to
	<u>olkit.aspx</u>

Course Description

Capstone: Entrepreneurship Experience provides students with the opportunity to develop the skills needed to establish a business. Through hands-on projects, students gain skills to be successful in the workplace. Students study, research and prepare a business plan that illustrates the practicality of their particular business. Both school and business mentors assist students in the process of developing a business plan. Students present this plan to a panel of community representatives and/or business leaders and are evaluated on the business plan, project portfolio and their presentation.

Program of Study Application

Capstone: Entrepreneurship Experience is a capstone experience at the secondary level.

Capstone: Entrepreneurship Experience would follow coursework in any career cluster and may precede enrollment in a postsecondary program.

Course Standards

ENT 1: Students will analyze personal aptitudes, abilities, strengths, talents, and weaknesses.

Webb Level	Sub-indicator
One	ENT 1.1 Identify entrepreneurial career interests that align with future career
Recall and	goals.
Reproduction	
Three	ENT 1.3 Compare personal attributes to career expectations.
Strategic Thinking	

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

Webb Level	Sub-indicator Sub-indicator
Two	ENT 2.1 Compare and contrast various business ideas.
Skill/Concept	
Three	ENT 2.2 Use knowledge and comprehension of industry standards to frame an
Strategic Thinking	idea to answer a challenging problem or question.
	Develop an original idea that solves a customer need and presents an
	appropriate level of challenge
	Personalize an existing business idea
	Use an existing business to develop an idea that will significantly expand the
	current business
	Select a business that aligns with the student's chosen career cluster
	Use good judgment to be certain that the business plan is appropriate for
	presentation to a review panel and the general public
Three	ENT 2.3 Engage in rigorous research to validate the business idea.
Strategic Thinking	• Conduct primary research such as interviews, surveys, empirical observation,
	etc. before making a final business selection
	 Investigate relevant government regulations and assess their impact on the
	proposed business idea
	Conduct market analysis
	Solicit feedback from relevant stakeholders to improve the business plan
	process and products or services
	Facilitate a focus group

ENT 3: Students will develop a comprehensive business plan proposal for a real or hypothetical company based on industry standards.

	· · · · · · · · · · · · · · · · · · ·
Webb Level	Sub-indicator Sub-indicator
Two	ENT 3.1 Compose a concise overview (executive summary) of the business plan
Skill/Concept	that may include:
	Mission statement
	Nature, type, and location of business
	Summary of product or service's features and benefits
	Potential drawbacks of the business
	Unique aspects of the product or service

One	ENT 3.2 Describe the service or product in detail, that may include:
Recall and	Benefits to current or potential customers
Reproduction	Production methods
	Areas in which the business would have a distinct advantage
	Problems the product or service would solve
Three	ENT 3.3 Conduct a detailed market analysis which compares and contrasts the
Strategic Thinking	strengths and weaknesses of the business plan.
	Identify competitors and customers
	Analyze price point
	 Conduct a SWOT analysis (Strengths, Weaknesses, Opportunities, and
	Threats)
	 Describe the uniqueness of the product or service, including how it differs
	from competitors
Three	ENT 3.4 Develop a marketing plan.
Strategic Thinking	 Identify and analyze the market in terms of potential customers, annual
Strategie minking	sales, and communication strategies
	 Gather information about target market including demographics and how to
	reach customers
	Describe the competitive advantage, strategies for business growth, definition of distribution changes and solve and solve and solve and solve are distributed.
	definition of distribution channels, and sales and marketing activities,
	including for example designing a logo, slogan, advertisements, packaging
	Define demographics of target market, including for example age, income
	level, location, lifestyles, and occupations
Three	ENT 3.5 Develop an organizational structure, management scheme, and
Strategic Thinking	operational procedures.
	Define qualifications and skills of key personnel
	Describe how the business will operate
	Determine infrastructure needs such as physical facilities and location
	Ascertain necessary technology to run, operate, and manage the business
Three	ENT 3.6 Formulate financial projections to meet the requirements for funding by
Strategic Thinking	a lending institution, including calculating:
	Projected sales of goods and/or services
	Fixed and variable expenses
	Loan and interest costs, if applicable
Two	ENT 3.7 Create an appendix for business plan documents.
Skill/Concept	Resumes
	Sales projections
	Advertisements
	• Inventory
	Cost analysis, etc.

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

Webb Level	Sub-indicator Sub-indicator
Three	ENT 4.1 Create a short business pitch that illustrates the major concepts and
Strategic Thinking	benefits of the product or service.

Three	ENT 4.2 Present the business plan to relevant stakeholders utilizing appropriate
Strategic Thinking	visual aids. This may include:
	Oral presentation
	Website
	Podcast
	Social media promotion
	Presentation to potential investors
	Create a video using a digital platform
	Prepare a display board or poster
	Develop a product prototype
Four	ENT 4.3 Defend and support the business plan.
Extended Thinking	Present the business plan to a live panel of reviewers and answer questions
	about the proposal

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

•	
Webb Level	Sub-indicator
Three	ENT 5.1 Self-evaluate and assess the business plan.
Strategic Thinking	Create a reflection from the beginning to the end of the project
One	ENT 5.2 Articulate challenges encountered in the project and describe the
Recall and	outcomes.
Reproduction	
Three	ENT 5.3 Identify future options and opportunities based on entrepreneurial
Strategic Thinking	experience, including:
	Postsecondary Plan
	Options to secure Funding and Open Business
	Apprentices, internships, other career training options

Career Cluster: All Course: Senior Experience



Senior Experience

Career Cluster	All
Course Code	80019
Prerequisite(s)	None; Recommended: Foundational CTE Course(s)
Credit	0.5 to 1.0
Program of Study and	Foundational Course – Pathway Course – Capstone: Senior
Sequence	Experience – Postsecondary Program
Student Organization	DECA, Educator Rising, FBLA, FCCLA, FFA, HOSA, SkillsUSA
Coordinating Work-	Mentoring, Job Shadow, Student-Run Enterprise, Volunteer
Based Learning	Experience, Cooperative Work Experience, Project-Based Learning
Industry Certifications	May vary based on student's career interest and personal learning
	plan
Dual Credit or Dual	Varies depending upon senior experience
Enrollment	
Teacher Certification	7-12 Certified Teachers, Certified School Counselors, Certified
	Administrators
	Can be facilitated by a certified educator with a community
	partner/mentor.
Resources	Community and business/industry organizations
	www.SDMyLife.com
	South Dakota Department of Education Work-Based Learning
	Toolkit
	https://dlr.sd.gov/workforce_services/individuals/career_launch/to
	<u>olkit.aspx</u>

Course Description

Capstone: Senior Experience allows students to see the connections between what they are learning now and the application to postsecondary and careers. Students will be expected to conceive a plan of action that incorporates the following four elements: a project/product, research component, portfolio and presentation. Capstone: Senior Experience calls upon students to become an expert in their chosen topic area and showcase the skills and abilities they have gained through their high school experience. It will stretch the students' skills and prepare them for life beyond high school.

Program of Study Application

Capstone: Senior Experience is a capstone experience at the secondary level. Capstone: Senior Experience would follow coursework in any career cluster.

Career Cluster: All Course: Senior Experience

Course Standards

SE 1: Students will create a proposal for the senior experience related to career interests.

Webb Level	Sub-indicator Sub-indicator
Four	SE 1.1 Construct a comprehensive plan including:
Extended Thinking	Research component, project/product, presentation, and portfolio
	Describe overall learning objective(s) that connects to career interests
	Explain how the project extends learning and skills as well as a learning
	stretch, demonstrating a significant level of knowledge and skills.
Three	SE 1.2 Develop a timeline for the project with realistic dates.
Strategic Thinking	
Four	SE 1.3 Identify project resources (e.g., people, materials, funds), acquisitions, and
Extended Thinking	budgeting.

SE 2: Students will analyze personal aptitudes, abilities, strengths, talents, and weaknesses.

Webb Level	Sub-indicator Sub-indicator
Four	SE 2.1 Evaluate personal attributes and connect to career interest expectations
Extended Thinking	and senior experience.

SE 3: Students will create appropriate portfolio documents.

SE S. Stauchts Will C	eate appropriate portions documents.
Webb Level	Sub-indicator
Three	SE 3.1 Create and develop documents that may be required for use in the career
Strategic Thinking	portfolio. This may include:
	Cover page
	Table of contents
	Résumé
	Cover letter
	List of references
	Letter of intent
	Reflective letter
	Experience journal
	Thank you notes
	Emails and professional correspondence
	Relevant career and schoolwork samples
	Research component with works cited
	Product documentation
	Certificates and recognitions

SE 4: Students will develop a research component relevant to senior experience projects/products.

Webb Level	Sub-indicator Sub-indicator
Four	SE 4.1 Construct a concise and clear thesis statement that:
Extended Thinking	Supports main points
	Includes relevant research obtained from valid sources
	Provides a summative section

Two	SE 4.2 Prepare a formatted citation document to accompany the research
Skill/Concept	component.

SE 5: Students will develop a project or product connected to the comprehensive plan (SE 1.1).

Webb Level	Sub-indicator Sub-indicator
Two Skill/Concept	 SE 5.1 Demonstrate educational and personal growth through the project or product. Documentation of product or development process, such as reflection and artifacts
Two Skill/Concept	SE 5.2 Connect skills and knowledge gained throughout coursework relevant to project/product completion.

SE 6: Students will develop a presentation showcasing the comprehensive plan, project or product, and research.

Webb Level	Sub-indicator Sub-indicator
Two	SE 6.1 Utilize appropriate visual aids as part of the presentation.
Skill/Concept	
Three	SE 6.2 Demonstrate public speaking skills as part of the presentation, including:
Strategic Thinking	Professional Attire
	Eye Contact
	Volume
	• Gestures
	Word Choice
	Clarity and pronunciation
	Effective presentation components, including hook, introduction of self,
	body of presentation, supporting details, and conclusion
Four	SE 6.3 Present the senior experience to an audience. Presentation may include:
Extended Thinking	Project analysis and process
	• Explanation of relationships among comprehensive plan, project, or product,
	and research
	Impact on postsecondary and career goals



Service Learning Experience

Career Cluster	All
Course Code	22104
Prerequisite(s)	None; Recommended: Foundational CTE Course(s)
Credit	0.5 to 1.0
Program of Study and	Foundational Course – Pathway Course – Capstone: Service
Sequence	Learning – Postsecondary Program
Student Organization	DECA, Educator Rising, FBLA, FCCLA, FFA, HOSA, SkillsUSA
Coordinating Work-	Project-Based Learning, Volunteer Experience, Job Shadow,
Based Learning	Mentoring, Cooperative Work Experience
Industry Certifications	May vary based on student's career interest and personal learning
	plan
Dual Credit or Dual	Varies depending upon service learning experience
Enrollment	
Teacher Certification	7-12 Certified Teachers, Certified School Counselors, Certified
	Administrators
Resources	SD Department of Education: Work-Based Learning Toolkit
	https://dlr.sd.gov/workforce_services/individuals/career_launch/to
	<u>olkit.aspx</u>

Course Description

Capstone: Service Learning applies academic and real-world skills to create meaningful youth-led experiences with community partnerships. Service learning is a teaching and learning strategy that connects academic curriculum to community need and empowers youth to become engaged in their personal, social, and working lives. Capstone: Service learning is a student-led, project-based learning experience that mutually benefits the student and community and extends beyond community service or volunteerism.

Program of Study Application

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

Course Standards

SLE 1: Students will analyze personal aptitudes, abilities, strengths, talents, and weaknesses.

Webb Level	Sub-indicator
Two	SLE 1.1 Connect an understanding of self to career area of interest.
Skill/Concept	
One	SLE 1.2 Connect career interests and career goals to service learning.
Recall and	
Reproduction	
Three	SLE 1.3 Develop communication skills.
Strategic Thinking	 Examples may include: contacting potential employers or funding sources,
	résumé, cover letter, and interview etiquette

SLE 2: Students will prepare a plan for a service learning project.

Webb Level	Sub-indicator Sub-indicator
Three	SLE 2.1 Assess needs within the community.
Strategic Thinking	Research, survey, or build partnerships within the community to assess
	needs
	Critique communities within the area or communities of similar size to
	compare services offered
Two	SLE 2.2 Develop meaningful and student-driven service activities.
Skill/Concept	Connect community needs to an engaging and developmentally appropriate
	activity
Four	SLE 2.3 Hypothesize attainable outcomes that are valued by stakeholders.
Extended Thinking	
Three	SLE 2.4 Collaborate with stakeholders to establish a vision and plan.
Strategic Thinking	Set common goals to address community needs
	Create a plan that both the student and mentor have vetted

SLE 3: Students will develop community partnerships that aid in implementation of service learning.

Webb Level	Sub-indicator
Two	SLE 3.1 Identify a variety of partners.
Skill/Concept	Seek out collaborative, mutually beneficial, and respectful partnerships, and
	partnerships that address needs of all community stakeholders
Three	SLE 3.2 Identify and analyze different points of view to gain understanding of
Strategic Thinking	multiple perspectives.

SLE 4: Students will implement a service learning plan.

Webb Level	Sub-indicator Sub-indicator
Three	SLE 4.1 Monitor progress by collecting artifacts throughout the experience.
Strategic Thinking	
Two	SLE 4.2 Apply evidence to improve service learning project.
Skill/Concept	Collect evidence such as assessment, reflection, feedback from community
	and/or participants
	May utilize an evaluation or feedback form to gather information

Use results for improvement and sustainability

SLE 5: Students will evaluate the service learning experience through a final product or presentation.

322 31 Stadents will evaluate the Service learning experience through a mila product of presentation		
Webb Level	Sub-indicator	
Four	SLE 5.1 Evaluate the quality and effectiveness of the experience.	
Extended Thinking	Consider what worked well throughout the experience and what could be	
	done differently moving forward or in future projects	
	Identify the largest impact of the experience	
Four	SLE 5.2 Analyze personal growth.	
Extended Thinking	Reflect upon changes in leadership qualities and self-awareness on future	
	career plans	
	Reflect upon changes in knowledge, skills and/or attitudes through a variety	
	of verbal, written, artistic, or nonverbal activities	
Four	SLE 5.3 Analyze one's role as a citizen within the community and one's	
Extended Thinking	contributions to society.	
	Differentiate between initial role and role after service learning experience	
	Propose future role and involvement in service learning	
Three	SLE 5.4 Present service learning results.	
Strategic Thinking	Video	
	• Blog	
	Slideshow presentation	
	Portfolio	
	Podcast	
	Community presentation	



Career Cluster: All Course: Youth Internship



Youth Internship

Career Cluster	All
Course Code	80018
Prerequisite(s)	None; Recommended: Foundational CTE Course(s)
Credit	0.5 to 1.0
Program of Study and	Foundational Course – Pathway Course – Capstone: Youth
Sequence	Internship – Postsecondary Program
Student Organization	DECA, Educator Rising, FBLA, FCCLA, FFA, HOSA, SkillsUSA
Coordinating Work-	Internship, Cooperative Work Experience, Mentoring
Based Learning	
Industry Certifications	May vary based on student's career interest and personal learning
	plan
Dual Credit or Dual	Varies depending upon youth internship
Enrollment	
Teacher Certification	7-12 Certified Teachers, Certified School Counselors, Certified
	Administrators
Resources	SD Future Workforce Finder Tool
	SD Department of Education: Work-Based Learning Toolkit
	https://dlr.sd.gov/workforce_services/individuals/career_launch/to
	<u>olkit.aspx</u>
	http://youth.gov/youth-topics/youth-employment/rules-and-
	regulations-youth-employment
	https://weekofwork.sd.gov

Course Description

Capstone: Youth Internship allows students the opportunity to consolidate and apply the learning from their school coursework into a meaningful and relevant on-the-job experience. An internship is an opportunity for a student to gain authentic, real-world, hands-on experience with one or more employees at a business, non-profit organization or government agency. The Internship experience is selected based on the student's chosen career cluster/pathway.

Program of Study Application

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

Career Cluster: All Course: Youth Internship

Course Standards

YI 1: Students will analyze personal aptitudes, abilities, strengths, talents, and weaknesses.

Webb Level	Sub-indicator
Three	YI 1.1 Connect an understanding of self to a career area of interest.
Strategic Thinking	

YI 2: Students will apply career development skills.

11 21 Stadents Will ap	ppry career development skins.
Webb Level	Sub-indicator Sub-indicator
Two	YI 2.1 Exhibit positive work-based behaviors and career readiness skills (soft
Skill/Concept	skills).
	Ethics, teamwork, cooperation, appropriate behaviors/communications
	Appropriate use of technology and social media
	Leadership in the workplace
	Appropriate workplace attire
	Appropriate communication (phone/text/email)
Four	YI 2.2 Create a professional portfolio documenting internship experience,
Extended Thinking	including as appropriate:
	Résumé
	Cover letter
	References
	Letters of recommendation
	Personality assessments
	Reflections
	Skills attainment
	Industry Recognized Credentials
	Panel interview or presentation
	Sharing with other students and/or administration
	Multimedia, PowerPoint, etc.
	Visual demonstrations

YI 3: Students will complete a youth internship.

Webb Level	Sub-indicator Sub-indicator
Four	YI 3.1 Utilize processes and resources to acquire an internship.
Extended Thinking	
Two	YI 3.2 Perform daily work tasks consistent with the responsibilities and work
Skill/Concept	culture of the chosen internship field.

YI 4: Students will develop a postsecondary personal learning plan based on internship experiences.

Webb Level	Sub-indicator
Four	YI 4.1 Analyze and reflect on internship experiences and the impact on future
Extended Thinking	career goals.
Four	YI 4.2 Develop the steps needed to achieve future career goals
Extended Thinking	Construct a timeline of goals for furthering education and preparing for the
	workforce
	Understand scholarship opportunities
	Consider postsecondary options for further education

Explore certifications and training



Career Cluster: All Course: Youth Apprenticeship



Youth Apprenticeship

Career Cluster	All
Course Code	80020
Prerequisite(s)	None; Recommended: Foundational CTE Course(s)
Credit	0.5 to 1.0
Program of Study and	Foundational Course – Pathway Course – Capstone: Youth
Sequence	Apprenticeship – Postsecondary Program
Student Organization	DECA, Educator Rising, FBLA, FCCLA, FFA, HOSA, SkillsUSA
Coordinating Work-	Youth Apprenticeship, Cooperative Work Experience, Mentoring
Based Learning	
Industry Certifications	May vary based on student's career interest and personal learning
	plan
Dual Credit or Dual	Varies depending upon youth internship
Enrollment	
Teacher Certification	7-12 Certified Teachers, Certified School Counselors, Certified
	Administrators
Resources	ApprenticeshipUSA:
	https://www.dol.gov/general/topic/training/apprenticeship
	South Dakota Department of Labor and Regulation:
	http://dlr.sd.gov/workforce services/individuals/training opportuni
	ties/apprenticeship.aspx
	https://www.starttodaysd.com
	SD Department of Education: Work-Based Learning Toolkit
	https://dlr.sd.gov/workforce_services/individuals/career_launch/to
	<u>olkit.aspx</u>

Course Description

Capstone: Youth Apprenticeship helps students gain work experience while earning a wage with a registered sponsor*. An apprenticeship is designed for students to acquire hands-on job skills in a specific occupational area. Their experience will be gained through a career site and classroom instruction. Students earn high school credit as well as hours towards a registered apprenticeship. At the completion of the high school apprenticeship program, students can continue their apprenticeship to earn a nationally recognized credential. Youth apprenticeship differs from an internship in that apprenticeships guarantee students receive a wage, hours towards a registered apprenticeship and the opportunity to receive a nationally recognized credential.

Program of Study Application

Capstone: Youth Apprenticeship is a capstone experience at the secondary level for students 16 and older. Capstone: Youth Apprenticeship would follow coursework in any career cluster and may precede enrollment in a postsecondary program.

*Businesses must be part of a registered apprenticeship through the U.S. Department of Labor. A list of Registered Sponsors can be found at ApprenticeshipUSA https://oa.doleta.gov/bat.cfm. Wages are set by business apprenticeship standards. Registered Sponsors have federally approved curriculum specific to the apprenticeship for use in the classroom. For more information, see: https://www.starttodaysd.com/ or contact your local Department of Labor and Regulation specialist.

Career Cluster: All Course: Youth Apprenticeship

Course Standards

YA 1: Students will analyze personal aptitudes, abilities, strengths, talents, and weaknesses.

Webb Level	Sub-indicator Sub-indicator
Three	YA 1.1 Connect an understanding of self to a career area of interest.
Strategic Thinking	

YA: 2 Students will apply career development skills.

Webb Level	Sub-indicator
Two	YA 2.1 Exhibit positive work-based behaviors and career readiness skills (soft
Skill/Concept	skills).
Four	YA 2.2 Create a professional portfolio documenting apprenticeship experience,
Extended Thinking	including as appropriate:
0	Résumé
	Cover Letter
	References
	Letters of Recommendation
	Personality Assessments
	Reflections
	Skills Attainment
	Industry Recognized Credentials
	Panel interview or presentation
	Sharing with other students and/or administration
	Multimedia, PowerPoint, etc.Visual demonstrations

YA 3: Students will participate in a youth registered apprenticeship.

IA 3. Students Will	sarticipate in a youth registered apprentices inp.
Webb Level	Sub-indicator Sub-indicator
Four	YA 3.1 Utilize processes and resources to acquire a registered apprenticeship.
Extended Thinking	
Two	YA 3.2 Perform work duties consistent with the responsibilities, work
Skill/Concept	competencies, and work culture of the chosen apprenticeship field.
Three	YA 3.3 Adhere to industry norms and safety standards.
Strategic Thinking	

YA 4: Students will develop a postsecondary personal learning plan based on apprenticeship experiences.

Webb Level	Sub-indicator Sub-indicator
Four	YA 4.1 Analyze and reflect on apprenticeship experiences and the impact on
Extended Thinking	future career goals.
Four	YA 4.2 Develop the steps needed to achieve future career goals .
Extended Thinking	Construct a timeline of goals for furthering education and preparing for the workforce
	Understand scholarship opportunities
	Consider postsecondary options for further education
	Explore training and certifications