

Colorado Outdoor Recreational Leadership Course Scope and Sequence

Course Name	Starting a Small Business		Course Details	Level 4 course in the Outdoor Recreational Leadership Pathway.
			Course = 0.50 Carnegie Unit Credit	
Course Description	This course provides an overview of various topics related to entrepreneurship and starting a small business. Relevant topics include entrepreneur mindset, product/service concept development, business operations, and start-up processes. This course includes practical application of the principles of small business management.			
Note:	This is a suggested scope and sequence for the course content. The content will work with any textbook or instructional resource. If locally adapted, make sure all essential knowledge and skills are covered.			
SCED Identification #		Schedule calculation based on 60% of a semester instructional time. Scope and sequence allows for additional time for guest speakers, student presentations, field trips, remediation, or other content topics.		
All courses taught in an approved CTE program must include Essential Skills embedded into the course content. The Essential Skills Framework for this course can be found at https://www.cde.state.co.us/standardsandinstruction/essentialskills				
Unit Number, Title and Brief Description	CTE or Academic Standard Alignment	Competency / Performance Indicator	Outcome / Measurement	CTSO Integration
Unit 1: Getting Started	Business concept based on opportunity and need	Examine the process of getting started in a small business.		
	Characteristics of entrepreneurship and self-analysis	Describe characteristics of entrepreneur.		
	Philosophy of small business (culture, values, mission)	Apply an entrepreneurial mindset and characteristics to a business concept.		
	Feasibility of new business (buying and franchising)			
	Options for business structure			
Unit 2: 4P's and the Target Market	4P's (research considerations and strategies.	Differentiate the importance and relationship of the 4P's (product, price, place, and promotion) to the target market.		
	Branding the business			
	Pitching the business			
	Impact of product life cycle			

	Trends impacting the 4P's			
	Target Market Identification			
Unit 3: Foundational Processes	Business logistics/operating processes	Identify the processes for sound marketing, financial management, and business operations.		
	Financial documentation			
	Location consideration			
	Legal requirements (taxes, permits, registration, licenses)			
	Starting a business plan			
Unit 4: Community Resources	Government Resources	Compare the types of local and national community business resources that will be a fit for the business.		
	Business Hub (incubators, accelerators, and innovation centers)			
	Libraries			
	Associations			
	Lending and financing			

Academic Standards Alignment

Colorado CTE courses are required to integrate academic and essential skills into course content. The following academic standards have been identified as aligned to this course and should be integrated throughout instruction.

[CO CTE Academic Standards Resources](#) (Rubrics, integration strategies, etc)

[CDE Colorado Academic Standards Online](#) (Online standards lookup tool)

Standard 1: Oral Expression and Listening

- Prepared Graduate 1: Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
 - Students collaborate in developing business concepts, evaluating entrepreneurial opportunities, identifying target markets, and utilizing community resources to support business development and planning.
- Prepared Graduate 2: Deliver effective oral presentations for varied audiences and varied purposes.

- Students develop and deliver business pitches that communicate business concepts, branding strategies, target entrepreneurial opportunities to potential stakeholders and audiences.



Standard 2: Reading for All Purposes

- Prepared Graduate 4: Read a wide range of informational texts to build knowledge and to better understand the human experience.
 - Students examine entrepreneurship concepts, market research, business structures, product life cycles, financial documentation, legal requirements, business planning processes, and community business resources to develop entrepreneurial knowledge and skills.
- Prepared Graduate 5: Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
 - Students develop and apply specialized vocabulary related to entrepreneurship, business structures, marketing, branding, financial management, business operations, legal requirements, and business planning.

Standard 3: Writing and Composition

- Prepared Graduate 7: Craft informational/explanatory texts using techniques specific to the genre.
 - Students create business plans, business concepts, branding strategies, financial documentation, operational plans, and business proposals that communicate entrepreneurial ideas and business strategies effectively.
- Prepared Graduate 9: Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
 - Students develop business plans, financial documentation, operational plans, and entrepreneurial proposals that require organized, professional, and effective written communication.

Standard 4: Research Inquiry and Design

- Prepared Graduate 10: Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.
 - Students analyze entrepreneurial opportunities, evaluate business feasibility, research target markets and industry trends, compare business structures, investigate legal and financial requirements, and assess community resources to develop viable small business concepts and plans.

Note: *Mathematics and Science standards will be added in the future. Visit the [Colorado Academic Standards](#) page for the most current version.*