Maryland CTE Programs of Study

Management & Entrepreneurship I (2025)

GENERAL REQUIREMENTS. This course is recommended for students in Grades 9-12. 1

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INTRODUCTION 2

A Career and Technical Education (CTE) instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions. 2.A

B The Management, Entrepreneurship, and Sales Career Cluster involves skills and occupations that are essential across all industries, focusing on business administration, operations optimization, strategic planning, workforce management, and entrepreneurship. It merges key areas such as data management and analysis, human resources, general operations, administrative support, project management, and organizational leadership. This Cluster ensures that businesses across all industries efficiently meet their goals, adapt to market changes, and maintain competitive advantage. By emphasizing entrepreneurship, this Cluster supports the creation of new ventures, driving economic growth and innovation and making it a cornerstone of modern economies. 2.B

C The Management and Entrepreneurship Program of Study equips students with the knowledge and skills necessary to excel in careers focused on business innovation, project leadership, and strategic management. This program emphasizes entrepreneurial thinking, project management methodologies, and the integration of emerging technologies to foster innovation across industries. Students progress through a rigorous curriculum that builds foundational knowledge of business operations, financial management, digital marketing, and process improvement, advancing to complex concepts such as strategic leadership, data- driven decision-making, and stakeholder management. 2.C

D Management and Entrepreneurship I introduces students to the essential skills and concepts needed to understand and manage a small business. Students explore foundational topics such as the entrepreneurial mindset, business ownership and structure, marketing strategies, and basic financial literacy. Students learn to organize, analyze, and present business data, supporting their

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preparation aligned industry certification(s). The course also emphasizes employability skills - including communication, teamwork, and ethical decision-making - while providing opportunities for real-world application through project-based learning and simulated business experiences. 2.D

E **Students will participate in at least two Career-Connected Education and Work-Based Learning experiences in this course, which might include informational interviews or job shadowing relevant to the program of study.** 2.E

F **Students are encouraged to participate in extended learning experiences through aligned Career and Technical Student Organizations (CTSOs). CTSOs are a cocurricular requirement in the Carl D. Perkins Act, and alignment to CTSO activities is an expectation for CTE programs in the state of Maryland.** 2.F

KNOWLEDGE AND SKILLS 3

A **The student demonstrates the necessary skills for career development, maintenance of employability, and successful completion of course outcomes. The student is expected to:** 3.A

1. Identify and demonstrate positive work behaviors that enhance employability and job advancement, such as regular attendance, promptness, proper attire, maintenance of a clean and safe work environment, and pride in work. 3.A.1
2. Demonstrate positive personal qualities—including initiative, self-advocacy, flexibility, open- mindedness, active listening, and a willingness to learn—to build professional credibility and resilience. 3.A.2
3. Employ effective reading, writing, and technical documentation skills. 3.A.3
4. Solve problems using critical thinking techniques and structured troubleshooting methodologies, selecting and leveraging appropriate resources (e.g., online databases, subject-matter experts, industry networks, or help documentation) to reach sound solutions. 3.A.4
5. Demonstrate leadership skills and collaborate effectively as a team member. 3.A.5
6. Implement safety procedures, including proper use of software and following privacy guidelines. 3.A.6
7. Exhibit an understanding of legal and ethical responsibilities in the management and entrepreneurship field, following copyright laws and regulations. 3.A.7
8. Demonstrate time-management skills and the ability to prioritize tasks in a technical setting. 3.A.8
9. Evaluate and apply artificial-intelligence tools ethically and effectively (e.g., for data analysis, content generation, and customer engagement), recognizing their limitations, ensuring transparency, and safeguarding intellectual property and privacy. 3.A.9

B **The student identifies various career pathways in the management and entrepreneurship field. The student is expected to:** 3.B

. Develop a career plan that includes the necessary education, certifications, job skills, and experience for specific roles in management and entrepreneurship. 3.B.1

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2 Create a professional resume and portfolio that reflect skills, projects, certifications, and recommendations. 3.B.2

3 Demonstrate effective interview skills for roles in management and entrepreneurship fields. 3.B.3

C The student develops technology and digital literacy skills. The student is expected to: 3.C

1 Use technology as a tool for research, organization, communication, and problem-solving. 3.C.1

2 Use digital tools, including computers, mobile devices, collaboration platforms, and cloud services, to access, manage, and create information. 3.C.2

3 Demonstrate proficiency with industry-standard software by: a. Creating clear slide decks using presentation software (e.g., PowerPoint, Google Slides); b. Producing basic business visuals in graphic-design applications (e.g., Adobe Express, Canva); c. Managing digital correspondence and shared files using common communication platforms (e.g., email, Google Drive, Microsoft SharePoint); and d. Applying word-processing and spreadsheet tools for routine documentation and financial planning. 3.C.3

4 Understand ethical and legal considerations for technology use, including the principles of data protection, copyright, and responsible technology use. 3.C.4

D The student integrates core academic skills into management and entrepreneurship. The student is expected to: 3.D

1 Apply mathematical principles, such as percentages, ratios, and financial projections, to develop and evaluate business budgets and forecasts. 3.D.1

2 Use critical reading and comprehension skills to analyze business case studies, market research, and entrepreneurial resources. 3.D.2

3 Demonstrate effective written communication by preparing business plans, marketing proposals, and project reports. 3.D.3

4 Interpret and construct data visualizations, such as graphs and charts, to support decision- making and project presentations. 3.D.4

5 Apply problem-solving strategies and logical reasoning to address business challenges and optimize project outcomes. 3.D.5

E The student demonstrates foundational business technology skills using Microsoft Excel. The student is expected to: 3.E

1 Identify key features and functions of the Excel interface, including ribbons, tabs, and commands. 3.E.1

2 Navigate Excel to create, save, and manage basic spreadsheets for business-related tasks. 3.E.2

3 Format cells, columns, and worksheets to organize and present data clearly. 3.E.3

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4 Enter and edit data in Excel worksheets using accurate and industry-appropriate techniques. 3.E.4

5 Apply basic formulas and functions (such as SUM, AVERAGE, and COUNT) to analyze business information. 3.E.5

6 Insert tables and simple charts to visually represent business data. 3.E.6

7 Use sort and filter tools to identify trends and patterns in business scenarios. 3.E.7

8 Demonstrate use of templates, data validation, and basic collaborative features to maintain accuracy and security of business information. *Sample Related Excel Project: Business Expense Tracker: Students create and format a spreadsheet to track daily expenses for a small business, using formulas to calculate totals and averages. 3.E.8

F The student develops foundational entrepreneurship knowledge and skills. The student is expected to: 3.F

1 Recognize the characteristics and mindset of successful entrepreneurs. 3.F.1

2 Describe sources of business ideas and explain methods to assess their feasibility. 3.F.2

3 Identify types of business ownership and legal structures, with emphasis on those suitable for small businesses. 3.F.3

4 Explain basic microeconomic and macroeconomic principles relevant to entrepreneurship using accessible examples. 3.F.4

5 Summarize the steps involved in starting a simple business. 3.F.5

6 Discuss the role of innovation and creativity in business success. 3.F.6

7 Identify ethical and social responsibilities of entrepreneurs. *Sample Related Excel Project: Business Idea Comparison Matrix: Students organize possible business ideas in Excel, listing pros/cons, estimated startup costs, and a simple feasibility rating using scales or conditional formatting. 3.F.7

G The student develops financial literacy and management skills for small business. The student is expected to: 3.G

1 Identify key financial terms and concepts (e.g., revenue, expenses, profit, budgeting). 3.G.1

2 Interpret simple financial documents, such as an income statement and balance sheet. 3.G.2

3 Apply Excel to perform basic calculations relevant to business finances. 3.G.3

4 Prepare a simple budget for a business or project using Excel. 3.G.4

5 Differentiate among common sources of business funding for entrepreneurs. 3.G.5

6 Explain the purposes of insurance and risk management in small business. *Sample Related Excel Project: Startup Budget Sheet: Students develop a budget for a basic business plan in Excel, including revenue, expenses, and formulas for totals. They use charts or graphs to visualize income versus expenses. 3.G.6

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The student explores fundamental marketing and customer service skills. The student is expected to: 3.H

1. Define marketing, customer service, and their importance in business. 3.H.1
2. Identify the components of the marketing mix (product, price, place, promotion). 3.H.2
3. Use Excel to organize and analyze sample customer or market data. 3.H.3
4. Identify target markets using basic demographic and market research concepts. 3.H.4
5. Outline a simple promotional or marketing plan. 3.H.5
6. Demonstrate appropriate habits and techniques for effective customer service in business settings. *Sample Related Excel Project: Customer Survey Data Analysis: Students input sample customer survey results into Excel, use sorting and filtering features to analyze data, and create a chart showing preferences or satisfaction. 3.H.6

I The student builds foundational management, leadership, and employability skills. The student is expected to: 3.I

1. Describe the basic roles and responsibilities of managers and leaders in business. 3.I.1
2. Identify and demonstrate essential soft skills, including teamwork, communication, and problem-solving. 3.I.2
3. Organize and prioritize business tasks using fundamental project management and time management techniques. 3.I.3
4. Distinguish among various types of business communication (written, digital, verbal) and appropriate uses for each. 3.I.4
5. Demonstrate respectful, ethical, and professional conduct in classroom and simulated business activities. *Sample Related Excel Project: Weekly Task Manager: Students use Excel to build a simple project plan or to-do list for a team business project, applying sorting, filtering, and conditional formatting to prioritize tasks. 3.I.5

J The student prepares for industry-recognized certification and future careers. The student is expected to: 3.J

1. Review objectives for aligned industry certifications. 3.J.1
2. Apply effective communication skills by creating and delivering written and oral presentations related to entrepreneurship and business projects. 3.J.2
3. Demonstrate teamwork and collaboration skills by participating in group projects, simulating business roles, and reflecting on contributions to team success. 3.J.3
4. Practice professional etiquette and ethical decision-making in classroom and simulated workplace scenarios, including responding to case studies and role plays. 3.J.4
5. Solve business-related problems by analyzing scenarios, proposing solutions, and utilizing feedback from peers and instructors. 3.J.5

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6 Reflect on personal growth and skill development through self-assessment, goal setting, and maintaining a career readiness portfolio. 3.J.6

7 Participate in project-based learning activities and/or Career and Technical Student Organization (CTSO) events to apply technical and employability skills in authentic contexts. 3.J.7

8 Reflect on personal skills and set goals for growth in relation to career pathways and certification objectives. *Sample Related Excel Project: Weekly Task Manager: Students use Excel to build a simple project plan or to-do list for a team business project, applying sorting, filtering, and conditional formatting to prioritize tasks. 3.J.8