Maryland CTE Programs of Study

Management & Entrepreneurship II (2025)

GENERAL REQUIREMENTS. This course is recommended for students in Grades 10-12. 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 II builds on foundational knowledge by engaging students in advanced business and organizational management skills. Students compare models of business ownership, evaluate legal and ethical responsibilities, and develop practical strategies for business growth and management. The course emphasizes project management principles, business

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process improvement (including Six Sigma White Belt concepts), and professional project planning tools. Students sharpen their leadership and employability through team- based projects, simulated business problem-solving, and preparation for industry-recognized certifications related to project management and process improvement. 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

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1. Develop a career plan that includes the necessary education, certifications, job skills, and experience for specific roles in management and entrepreneurship. 3.B.1
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. 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: 3.C.3
4. Creating clear slide decks using presentation software (e.g., PowerPoint, Google Slides); 3.C.4
5. Producing basic business visuals in graphic-design applications (e.g., Adobe Express, Canva); 3.C.5
6. Managing digital correspondence and shared files using common communication platforms (e.g., email, Google Drive, Microsoft SharePoint); and 3.C.6
7. Applying word-processing and spreadsheet tools for routine documentation and financial planning. (1) Understand ethical and legal considerations for technology use, including the principles of data protection, copyright, and responsible technology use. 3.C.7

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 compares and contrasts models for business ownership and growth. The student is expected to: 3.E

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1. Identify various business structures (e.g., sole proprietorship, partnership, LLC, corporation, franchise, cooperative). 3.E.1

2 Summarize the characteristics, advantages, and disadvantages of each structure. 3.E.2

3 Analyze real or hypothetical businesses to determine the most suitable structure for different entrepreneurial goals. 3.E.3

F The student evaluates legal, ethical, and regulatory requirements for business operations and expansion. The student is expected to: 3.F

1 List common legal documents and compliance requirements (e.g., licenses, permits, incorporation paperwork, tax registrations). 3.F.1

2 Discuss the impact of ethical leadership and social responsibility on business success and reputation. 3.F.2

3 Apply basic risk analysis by identifying potential legal or ethical issues in business case scenarios and propose preventative actions. 3.F.3

G The student demonstrates the ability to validate business opportunities and develop strategies for launching a venture. The student is expected to: 3.G

1 Conduct a feasibility study that integrates primary market research with secondary data (industry reports, census statistics). 3.G.1

2 Develop a refined business plan or pitch deck that includes SWOT analysis, instructor- supplied TAM–SAM–SOM estimates, and a 12-month cash-flow forecast. 3.G.2

3 Perform competitor benchmarking (pricing, features, positioning) and propose a unique value proposition. 3.G.3

4 Explain intellectual-property options (copyright, trademark, patent) and outline a basic protection strategy. 3.G.4

5 Summarize regulatory and insurance requirements for two contrasting industries (e.g., food service vs. software-as-a-service). 3.G.5

H The student demonstrates professional skills and emerging leadership abilities essential for entrepreneurial success. The student is expected to: 3.H

1 Deliver a three-minute persuasive pitch to peers and incorporate structured feedback for improvement. 3.H.1

2 Practice project-team roles (e.g., scrum master, note-taker, analyst) in a simulated sprint environment. 3.H.2

3 Apply a simple decision matrix to prioritize tasks and deliverables when under deadline pressure. 3.H.3

I The student prepares for industry-recognized certification in process improvement and project management. The student is expected to: 3.I

1 Review and demonstrate objectives for the Six Sigma White Belt certification. 3.I.1

2 Review and demonstrate objectives for foundational project management certifications (such as Google Project Management). 3.I.2

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3 Evaluate personal strengths and areas for growth in relation to Six Sigma and project management skill sets. 3.I.3

4 Compile artifacts and reflections in a career portfolio to document progress toward industry credential readiness. 3.I.4

J The student manages business projects and business operations using professional project management and process improvement concepts. The student is expected to: 3.J

1 Define and communicate project goals, scope, deliverables, stakeholders, and success criteria within a business management context. 3.J.1

2 Develop project plans, including timelines, milestones, resource allocation, risk assessment, and basic budgets using contemporary tools. 3.J.2

3 Apply process improvement concepts such as DMAIC (Six Sigma), process maps/ flowcharts, root cause analysis, and lean and continuous improvement methodology, in project planning and operational problem-solving. 3.J.3

4 Monitor and adapt project progress using tracking systems, performance metrics, and regular team meetings. 3.J.4

5 Demonstrate effective teamwork, leadership, and stakeholder communication in business and project management settings. 3.J.5

6 Discuss agile and traditional project management methodologies and choose appropriate tools for various business challenges. 3.J.6

7 Reflect on lessons learned, document outcomes, and recommend improvements for future projects or business operations. 3.J.7

K The student demonstrates advanced leadership and employability skills through business management and project experiences. The student is expected to: 3.K

1 Demonstrate leadership by setting goals, managing teams, and resolving conflicts within classroom or simulated business environments. 3.K.1

2 Exhibit initiative, ethical judgment, and decision-making in entrepreneurship or project- based scenarios. 3.K.2

3 Apply problem-solving, adaptability, and critical thinking skills to address business or project management challenges. 3.K.3

4 Communicate with clarity and professionalism in written, verbal, and digital business formats. 3.K.4

5 Participate in relevant CTSO activities, simulated business competitions, or internships to refine business management and employability skills. 3.K.5

L The student prepares for industry-recognized certification in project management and process improvement. The student is expected to: 3.L

1 Review and demonstrate objectives for related project management certifications 3.L.1

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Evaluate personal strengths and areas for growth related to business and project management skill sets. 3.L.2

3 Compile workplace artifacts and self-reflections in a professional portfolio as evidence of readiness for certification and future employment. 3.L.3