Maryland CTE Programs of Study

Management & Entrepreneurship III (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 III advances students' leadership and management abilities, preparing them for real-world challenges in entrepreneurship and business operations. Students explore multiple leadership styles and analyze their impact on team performance and organizational culture. The course deepens understanding of advanced project management practices,

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adaptive approaches, and lifecycle processes. Through hands-on projects, students apply contemporary management strategies, develop advanced team and communication skills, and build a professional portfolio showcasing readiness for key industry credentials and leadership roles in business. 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. 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. 3.C.7

8 Understand ethical and legal considerations for technology use, including the principles of data protection, copyright, and responsible technology use. 3.C.8

9 Leverage project management software to schedule, monitor, and execute tasks. 3.C.9

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 the ability to analyze and interpret business data for strategic decision-making. The student is expected to: 3.E

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1 Use advanced features of Microsoft Excel, such as pivot tables, data validation, and recorded macros, to manage and analyze business data. 3.E.1

2 Create interactive dashboards and data visualizations using tools like Tableau to present business insights effectively. 3.E.2

3 Choose and defend a set of key performance indicators (KPIs) and other gauges (such as schedule-adherence or cost-variance reports) that fit a specific business model. Interpret those metrics—together with basic financial data—to spot performance gaps and recommend strategic actions. 3.E.3

4 Communicate data-driven insights through visual and written reports tailored to diverse audiences. 3.E.4

F The student demonstrates advanced project management skills to initiate, plan, execute, monitor, and close projects successfully. The student is expected to: 3.F

1 Describe common project management approaches (predictive, adaptive, hybrid) and compare and contrast them. 3.F.1

2 Define the project life cycle and key phases within various project management methodologies. 3.F.2

3 Differentiate between stakeholder roles and responsibilities (including sponsors, vendors, project manager, team members, customers). 3.F.3

4 Develop elements of a project charter (purpose, objectives, milestones) and explain its role in project initiation. 3.F.4

5 Describe and apply project communication strategies, including elements of effective communication, reporting status updates, and selecting appropriate communication methods for stakeholders. 3.F.5

6 Describe the purpose and components of a project management plan, with attention to budgeting, risk, schedule, and scope. 3.F.6

7 Apply the principles of scope, work breakdown structures (WBS), scheduling, and resource planning to sample project scenarios. 3.F.7

8 Describe project budget concepts, including procurement, vendor selection, and budget development methods. 3.F.8

9 Describe and apply the change management process and its steps to manage modifications during project execution. 3.F.9

10 Develop detailed project plans that include schedule development, resource allocation and resource leveling, risk management, and stakeholder engagement. 3.F.10

11 Apply project management methodologies, such as Agile, Waterfall, Scrum, or DevOps to complete team-based projects. 3.F.11

12 Utilize digital project management tools to track project progress; i.e. Asana, Monday.com, Smartsheet, Trello, or similar approved tool/platform. 3.F.12

13 Plan, launch, and close a small-scale school-based enterprise or pop-up venture (mock if necessary) (e.g., a one-day sales booth or online preorder), submitting a concise project charter, a Gantt chart with resource-leveling notes, and a two-page reflection comparing planned versus actual results. 3.F.13

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G **The student demonstrates leadership and collaboration skills essential for managing teams and projects. The student is expected to:** 3.G

1. Explain the characteristics of effective managers and leaders, including the differences between management and leadership roles. 3.G.1
2. Identify and evaluate major leadership styles (e.g., autocratic, democratic, transformational, transactional, servant leadership). 3.G.2
3. Analyze how different leadership styles impact team dynamics, motivation, productivity, and organizational culture. 3.G.3
4. Demonstrate the use of motivation, listening, and basic conflict management strategies (withdraw/avoid, smoothing/accommodating, compromise, force/direct, collaborate/problem-solve) in realistic scenarios. 3.G.4
5. Evaluate the role of ethical behavior and social responsibility in management and leadership decisions. 3.G.5
6. Reflect on personal leadership strengths and areas for growth through team-based projects or case studies. 3.G.6

H **The student integrates advanced technology tools into entrepreneurial and project management practices. The student is expected to:** 3.H

1. Explore emerging technologies—such as AI chatbots, generative-content tools, or simple workflow automations—then demonstrate an appropriate use-case in a business process and explain, with basic evidence (e.g., time saved or error reduction), how it improves efficiency. 3.H.1
2. Use cloud-based tools for real-time collaboration and project tracking. 3.H.2
3. Apply cybersecurity best practices to protect sensitive business and project data. 3.H.3
4. Research and implement innovative solutions to enhance business efficiency. 3.H.4
5. Build and demonstrate a no-code or low-code AI or automation prototype (e.g., chatbot FAQ, automated email responder, simple predictive spreadsheet) and record a two-minute video or annotated screenshot deck explaining the workflow and estimated time saved. 3.H.5

I **The student prepares for industry-recognized certification in project management and process improvement (PMI PMR or similar) and/or data management (MS Excel Expert or similar). The student is expected to:** 3.I

1. Review and demonstrate objectives for related industry certifications. 3.I.1
2. Communicate professionally in both written and oral formats for a variety of audiences and purposes. 3.I.2
3. Compile workplace artifacts and self-reflections in a professional portfolio as evidence of readiness for certification and future employment. 3.I.3