

Business and Finance Technology Education Frameworks Entrepreneurship

Content Standard 1: Entrepreneurship Profession

Recognize characteristics of an entrepreneur; determine opportunities; problem recognition; and pursuit

CT Entrepreneurship Frameworks Performance Standards 6-12	CT CCSS English Language Arts 6-12
<p>1.0 Recognize that entrepreneurs possess unique characteristics and evaluate the degree to which one possesses those characteristics.</p> <p>Beginning</p> <ul style="list-style-type: none"> • *Identify the characteristics of a successful entrepreneur. • Identify one’s own personal traits that are typical characteristics of an entrepreneur. <p>Intermediate</p> <ul style="list-style-type: none"> • Analyze the degree to which one possesses the characteristics of an entrepreneur. • Assess one’s personal qualifications to become an entrepreneur. <p>Advanced</p> <ul style="list-style-type: none"> • Discuss entrepreneurship as a choice for women and minorities. • Examine how outside influences play an important role in the choice of paths an entrepreneur chooses. 	<p>9-10.RH.1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>11-12.RH.1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>9-10.RH.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p>11-12.RH.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>9-10.RH.3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p>
<p>2.0 Recognize a business opportunity.</p> <p>Beginning</p> <ul style="list-style-type: none"> • Recognize an opportunity arising from other peoples’ wants and perceived needs. 	

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<p>Intermediate</p> <ul style="list-style-type: none"> • Utilize virtual entrepreneurs, blogs, webcasts, web outs and various other technology avenues to identify and solve various business problems. • *Describe an entrepreneurial opportunity and formulate the steps in establishing a business oriented toward that opportunity. 	<p>11-12.RH.3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p>9-10.RH.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.</p>
<p>Advanced</p> <ul style="list-style-type: none"> • Explain methods used to determine the financial value of an existing business. 	<p>11-12.RH.4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).</p> <p>9-10.RH.6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p> <p>11-12.RH.6. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</p>

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	<p>11-12.RH.8. Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.</p> <p>11-12.RH.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p>9-10.RST.2. Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.</p> <p>9-10.RST.5. Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., <i>force, friction, reaction force, energy</i>).</p> <p>9-10.WHST.1.a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</p>

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	<p>11-12.WHST.1.a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</p> <p>9-10.WHST.1.b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.</p> <p>11-12.WHST.1.b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.</p> <p>9-10.WHST.1.c. Use words, phrases and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p>

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	<p>11-12.WHST.1.c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>9-10.WHST.1.d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>11-12.WHST.1.d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>9-10.WHST.1.e. Provide a concluding statement or section that follows from or supports the argument presented.</p> <p>11-12.WHST.1.e. Provide a concluding statement or section that follows from or supports the argument presented.</p> <p>9-10.WHST.2.a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p>

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	<p>11-12.WHST.2.a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>9-10.WHST.2.b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>11-12.WHST.2.b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>9-10.WHST.2.c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</p> <p>11-12.WHST.2.c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p>

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	<p>9-10.WHST.2.d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</p> <p>11-12.WHST.2.d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p> <p>9-10.WHST.2.e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>11-12.WHST.2.e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</p> <p>9-10.WHST.2.f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>

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	<p>9-10.SL.4 Present information, findings and supporting evidence clearly, concisely, and logically, such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience and task.</p> <p>11-12.SL.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance and style are appropriate to purpose, audience and a range of formal and informal tasks.</p>

Business and Finance Technology Education Frameworks Entrepreneurship

Content Standard 2: Target Markets

Analyze customer groups and develop a plan to identify, reach and keep customers in a specific target market.

CT Entrepreneurship Frameworks Performance Standards 6-12	CT CCSS English Language Arts 6-12
1.0 Identify strategies to reach their specific target market.	
Beginning	<p>9-10.RST.3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.</p> <p>11-12.RST.3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</p> <p>11-12.RST.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p> <p>11-12.RST.8. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.</p> <p>11-12.RST.9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p>
<ul style="list-style-type: none"> Define and give examples of the concept of market share. 	
Intermediate	
<ul style="list-style-type: none"> *Identify target markets for potential new businesses. *Identify elements of marketing-product, place, price and promotion. *Describe how the Internet and other emerging technologies have impacted the components of marketing-product, place, price and promotion. 	
Advanced	
<ul style="list-style-type: none"> Analyze the components of an effective e-commerce site. 	

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	<p>9-10.WHST.1.a Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</p> <p>11-12.WHST.1.a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</p> <p>9-10.WHST.1.b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.</p> <p>11-12.WHST.1.b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.</p>

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	<p>9-10.WHST.1.c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>11-12.WHST.1.c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>9-10.WHST.1.d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>11-12.WHST.1.d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>9-10.WHST.1.e Provide a concluding statement or section that follows from or supports the argument presented.</p> <p>11-12.WHST.1.e. Provide a concluding statement or section that follows from or supports the argument presented.</p>

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	<p>9-10.WHST.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>11-12.WHST.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>9-10.WHST.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p> <p>11-12.WHST.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>9-10.WHST.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>

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	<p>11-12.WHST.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>9-10.WHST.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>11-12.WHST.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>9-10.WHST.9. Draw evidence from informational texts to support analysis, reflection, and research.</p>

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	<p>11-12.WHST.9. Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>9-10.SL.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>11-12.SL.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>

Business and Finance Technology Education Frameworks Entrepreneurship

Content Standard 3: Financial Concepts

Use the financial concepts and tools needed by the entrepreneur in making business decisions.

CT Entrepreneurship Frameworks Performance Standards 6-12	CT CCSS English Language Arts 6-12
<p>1.0 Identify, establish, maintain and analyze appropriate records to make business decisions.</p> <p>Beginning</p> <ul style="list-style-type: none"> Determine the resources needed to start a planned business (i.e., materials and labor). Explain the advantages and disadvantages of primary sources of borrowing. <p>Intermediate</p> <ul style="list-style-type: none"> *Project the total cash needed to start a business (i.e., start-up costs, ongoing operational expenses and cash revenues). *Identify the major sources of funding for a business (i.e., venture capitalists, grants). Describe the interrelationships of various business records. <p>Advanced</p> <ul style="list-style-type: none"> Assess alternatives for solving cash flow problems. Assess the impact of responses to loan application questions on an entrepreneur’s chances of receiving a loan. Analyze the relationship of record keeping and tax reporting. 	<p>9-10.WHST.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>11-12.WHST.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>9-10.WHST.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>

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	<p>11-12.WHST.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>9-10.RST.7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.</p> <p>11-12.RST.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p> <p>9-10.RST.9. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.</p> <p>11-12.RST.9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p>

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	<p>11-12.RST.10. By the end of grade 12, read and comprehend science/technical texts in the grades 11–CCR text complexity band independently and proficiently.</p> <p>11-12.SL.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>9-10.SL.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>11-12.SL.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>

Business and Finance Technology Education Frameworks Entrepreneurship

Content Standard 4: Business Plan Develop of business plan for managing an entrepreneurial venture.

CT Entrepreneurship Frameworks Performance Standards 6-12	CT CCSS English Language Arts 6-12
1.0 Create a vision and set goals and objectives for a planned business.	<p>9-10.WHST.1.a Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</p> <p>11-12.WHST.1.a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</p> <p>9-10.WHST.1.b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.</p> <p>11-12.WHST.1.b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.</p>
Beginning	
<ul style="list-style-type: none"> Develop strategies for achieving a personal vision. 	
Intermediate	
<ul style="list-style-type: none"> Develop the strategies for achieving the vision for a planned business. *Establish goals and objectives for a planned business. 	
Advanced	
<ul style="list-style-type: none"> Analyze exit plan options for a planned business. 	
2.0 Develop of business plan.	
Beginning	
<ul style="list-style-type: none"> Identify the major components of a business plan. 	
Intermediate	
<ul style="list-style-type: none"> Identify the information to be included in each component of a business plan. *Develop a business plan for a planned business. 	
Advanced	
<ul style="list-style-type: none"> Recognize that a business plan is an ongoing process and should be often revisited and updated. 	
3.0 Define personnel needs of your business venture.	
Beginning	
<ul style="list-style-type: none"> Identify characteristics of a good employee. 	
Intermediate	
<ul style="list-style-type: none"> *Diagram the organizational structure of a planned business. 	
Advanced	
<ul style="list-style-type: none"> Plan human resource needs and determine the types of employees required. 	

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	<p>9-10.WHST.1.c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>11-12.WHST.1.c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>9-10.WHST.1.d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>11-12.WHST.1.d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>9-10.WHST.1.e Provide a concluding statement or section that follows from or supports the argument presented.</p> <p>11-12.WHST.1.e. Provide a concluding statement or section that follows from or supports the argument presented.</p>

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Content Standard 4: Business Plan

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	<p>9-10.WHST.2.a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>11-12.WHST.2.a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>9-10.WHST.2.b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>11-12.WHST.2.b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>9-10.WHST.2.c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</p>

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	<p>11-12.WHST.2.c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>9-10.WHST.2.d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</p> <p>11-12.WHST.2.d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p> <p>9-10.WHST.2.e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>11-12.WHST.2.e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</p>

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	<p>9-10.WHST.2.f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p>9-10.WHST.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>11-12.WHST.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>9-10.WHST.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>11-12.WHST.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>9-10.SL.1.a. Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>

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Develop of business plan for managing an entrepreneurial venture.

CT Entrepreneurship Frameworks Performance Standards 6-12	CT CCSS English Language Arts 6-12
	<p>11-12.SL.1.a. Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>9-10.SL.1.b. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>11-12.SL.1.b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>9-10.SL.1.c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>11-12.SL.1.c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p>

**Business and Finance Technology Education Frameworks
Entrepreneurship**

Content Standard 4: Business Plan

Develop of business plan for managing an entrepreneurial venture.

CT Entrepreneurship Frameworks Performance Standards 6-12	CT CCSS English Language Arts 6-12
	<p>9-10.SL.1.d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p> <p>11-12.SL.1.d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p>9-10.SL.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>11-12.SL.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>

Business and Finance Technology Education Frameworks Entrepreneurship

Content Standard 5: External Factors

Analyze how forms of business ownership, government regulations, global markets and business ethics affect entrepreneurial ventures.

CT Entrepreneurship Frameworks Performance Standards 6-12	CT CCSS English Language Arts 6-12
<p>1.0 Analyze how government regulations can impact a business at various levels.</p> <p>Beginning</p> <ul style="list-style-type: none"> Describe how government regulations can affect business. <p>Intermediate</p> <ul style="list-style-type: none"> *Identify and evaluate the various ways in which government (federal, state and local) regulations affect specific businesses. <p>Advanced</p> <ul style="list-style-type: none"> Analyze the impact of governmental regulations on a planned business. 	<p>9-10.RH.3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> <p>11-12.RH.3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p>11-12.RH.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p>9-10.SL.1.b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>11-12.SL.1.b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p>
<p>1.0 Define the various forms of business ownership and legal issues they face.</p> <p>Beginning</p> <ul style="list-style-type: none"> Identify the differences between a sole proprietorship and a partnership. <p>Intermediate</p> <ul style="list-style-type: none"> Define a corporation and explain how it differs from a sole proprietorship and partnership. *Compare and contrast the advantages and disadvantage of the various forms of business ownership. <p>Advanced</p> <ul style="list-style-type: none"> Assess specific franchising opportunities. 	
<p>3.0 Analyze effect of cultural differences on business opportunities.</p> <p>Beginning</p> <ul style="list-style-type: none"> Compare and contrast business practices in different cultures. 	

Business and Finance Technology Education Frameworks Entrepreneurship

Content Standard 5: External Factors

Analyze how forms of business ownership, government regulations, global markets and business ethics affect entrepreneurial ventures.

CT Entrepreneurship Frameworks Performance Standards 6-12	CT CCSS English Language Arts 6-12
Intermediate	<p>9-10.SL.1.d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p> <p>11-12.SL.1.d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>
<ul style="list-style-type: none"> Analyze necessary modifications to U.S. business practice to facilitate interaction in the global marketplace 	
Advanced	
<ul style="list-style-type: none"> Recognize the globalization of the workforce and how it has enabled high-performance networks to be established wherever and whenever in the world the best skills can be found. 	
4.0 Determine ethical situations and how they affect a business.	
Beginning	
<ul style="list-style-type: none"> Define ethics and identify common ethical issues that entrepreneurs encounter. 	
Intermediate	
<ul style="list-style-type: none"> *Identify strategies that facilitate ethical behavior in a small business. 	
Advanced	
<ul style="list-style-type: none"> Develop a code of ethics for a small business. 	