



Entrepreneurship

CNMI Career Pathway Guide



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Entrepreneurship Overview

Career pathways are integrative systems created to support secondary school students in enrolling in postsecondary transferable curricula and gaining practical work experience while obtaining their high school diplomas. Career pathways are designed to streamline and minimize the steps required for students to advance into jobs that align with their career aspirations. With specialized certifications gained upon high school graduation, students are ready to enter the workforce and seamlessly transition into college.



A goal in establishing career pathways is to unify agencies across workforce development, education, and policy to determine processes and influence legislation that benefit students at all levels. Preparing students with marketable skills upon completing secondary school allows the students ample time within their careers to build upon an early foundation of basic knowledge. Providing adequate training and opportunities for certification keeps youth engaged with the workforce and supports them in building sustainable careers that contribute to the economic growth and future of the Commonwealth of the Northern Mariana Islands (CNMI).

Intended to assist CNMI as it designs and implements new career pathway programs, this brief is focused on the entrepreneurship path. It provides a description of the occupation, outlines career ladder opportunities and their associated educational credentials, and details projected growth and potential earnings in the field. Examples of some exceptional entrepreneurship pathway programs are also provided.

CNMI College and Career Readiness Definition

A CNMI student is college and career ready when he/she has achieved proficiency in academic standards, acquired essential skills for lifelong learning, and can transition into higher education and/or the workforce through an ongoing process of way finding for meaningful engagement.

Job Description, Outlook, and Opportunities

The entrepreneurship career path provides opportunities that incorporate skills garnered through English language arts and math. Students on the entrepreneurship career path often desire to start their own businesses. An education in entrepreneurship can also lead to a career in business development, product development, marketing, finance, management, or sales in any industry. Sample careers are listed below.

Position	Education Required	2016 CNMI Mean Hourly Wage ^a	Projected Growth by 2028 (United States)
Business Operations	Specialist's certificate	\$12.59	6% ^b
Marketing Managers	Bachelor's degree	\$18.94	6% ^c
Public Relations	Manager's certificate	\$19.92	9% ^d
Financial Managers and Fundraising	Bachelor's degree	\$23.93	15% ^e
Chief Executives	Bachelor's degree	\$46.90	4% ^f

^a <http://i2io42u7ucg3bwn5b3l0fquc.wpengine.netdna-cdn.com/wp-content/uploads/2017/09/2016-PWWAS-Report-One-Full-Report-v1.1-1.pdf>

^b <https://www.bls.gov/ooh/about/data-for-occupations-not-covered-in-detail.htm>

^c <https://www.bls.gov/ooh/management/advertising-promotions-and-marketing-managers.htm>

^d <https://www.bls.gov/ooh/management/public-relations-managers.htm>

^e <https://www.bls.gov/ooh/management/financial-managers.htm>

^f <https://www.bls.gov/ooh/management/top-executives.htm>

Entrepreneurship CNMI PSS Curriculum Framework

Purpose

The purpose of this program is to introduce students to the concept of entrepreneurship, present it as a viable career option, provide students with the skills needed to realistically evaluate their potential as business owners, and develop the fundamental knowledge and skills necessary to start and operate a business.

Program of Study

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and the relevant technical knowledge and skills needed to prepare for further education and careers in the Marketing, Sales, and Service career cluster; provides technical skill proficiency, including competency based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, occupation-specific skills, and knowledge of all aspects of the Marketing, Sales and Service career cluster.

Course Title	Length
Course 1: Principles of Entrepreneurship	1 credit
Course 2: Business Management and Law	1 credit
Course 3: Business Ownership	1 credit
Course 4: Entrepreneurship Practicum/Company Launch	1 credit

Common Career Technical Core (CCTC) Alignment

The Common Career Technical Core (CCTC) are a set of rigorous, high-quality benchmark standards for Career Technical Education (CTE), the result of a state-led initiative. The goal of the CCTC is to provide students with the knowledge and skills needed to thrive in a global economy. The CCTC includes a set of end-of-program of study standards for each of the 16 Career Clusters® and their 79 Career Pathways, as well as an overarching set of Career Ready Practices, which address the knowledge, skills, and dispositions that are important to becoming career ready. Upon completion, students will be able to do the following.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively, and with reason.
5. Consider the environmental, social, and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership, and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

Academic Alignment

Academic alignment is an ongoing, collaborative effort of professional educators that provides clear expectations for progression year-to-year through course alignment. This initiative supports CTE programs by improving student performance through the integration of academic content within CTE courses.

Math

- Financial Management and Inventory Control Standards
- Financial Projections

English

- Writing a Business Plan
- Technical Writing for Business Communications

Chamorro and Carolinian Language Heritage Studies alignment

- 1.1A Interact using extended spoken, signed, or written communication by providing and obtaining information.
- 1.1E Interact in a wide range of situations using culturally authentic language and gestures.
- 1.3A Analyze information from a variety of oral, written, and visual sources by summarizing, critiquing, and explaining text.
- 2.2A Analyze, discuss, and report on a wide variety of products and perspectives of the Chamorro/Carolinian culture.
- 4.2A Analyze and discuss how products, practices, and perspectives of the students' own culture and the Chamorro/Carolinian culture overlap and differ.
- 5.1A Evaluate and discuss how understanding of another language and culture enhances job skills and career options.
- 5.2A Sustain communication with people locally and around the world.
- 5.2C Evaluate and discuss how understanding of another language and culture enhances job skills and career options.

Social Studies Standard Alignment

U.S. Government & Economics	Economics	E.12.5.1	Describe how in every economic system consumer, producers, workers, savers, and investors respond to incentives in order to allocate their scarce resources to obtain the highest possible return, subject to the institutional constraints of their society
U.S. Government & Economics	Economics	E.12.5.2	Describe how a nation has an absolute advantage if it can produce more of a product with the same amount of resources than another nation and how it has a comparative advantage when it can produce a product at a lower opportunity cost than another nation
U.S. Government & Economics	Economics	E.12.6.1	Explain how in the long run the level of competition in an industry is determined largely by how difficult and expensive it is for new producers to enter the market and by consumers' information about the availability, price, and quantity of substitute goods and services
U.S. Government & Economics	Economics	E.12.6.2	Describe the concept of supply and demand in the labor-salary market (e.g., if wage or salary payments increase, workers will increase the quantity of labor they supply and firms will decrease the quantity of labor they demand)
U.S. Government & Economics	Economics	E.12.6.3	Describe the measurement of the basic money supply as the total value of coins, currency, and checking account deposits held by the public
U.S. Government & Economics	Economics	E.12.6.4	Describe how when banks make loans, the money supply increases, and when loans are paid back, the country's money supply shrinks
U.S. Government & Economics	Economics	E.12.6.5	Describe how changes in the money supply led to changes in interest rates and in individual and corporate spending, which may influence the levels of spending, employment, prices, and economic growth in the economy

Course 1: Principles of Entrepreneurship Student Standards

Course Title: Principles of Entrepreneurship

Course Credit: 1

Course Description

This course provides instruction in the basic principles of entrepreneurship: the role of the entrepreneur; entrepreneurship as a career; ethics in business; and the principles of marketing, financing, and managing a business.

Standards and Benchmarks

1.0 Discuss the role of the entrepreneur. The student will be able to:

- 1.1 Define entrepreneurship and discuss the evolution of entrepreneurship;
- 1.2 Research innovations and the names and biographies of famous entrepreneurs, past and present;
- 1.3 Describe the differences between a product-based business and a service-based business;
- 1.4 Identify the contributions of entrepreneurs to the economic growth of the United States;
- 1.5 Discuss future prospects for entrepreneurship and its anticipated impact on the economy;
- 1.6 Discuss the role of the entrepreneur in his/her local community (e.g. mentoring, philanthropy, etc.); and
- 1.7 Discuss the importance of ethics in business by defining ethics and ethical behavior and identify examples of ethical and unethical business practices.

2.0 Discuss entrepreneurship as a career choice. The student will be able to:

- 2.1 Describe reasons for becoming an entrepreneur;
- 2.2 Identify characteristics common to successful entrepreneurs and research famous entrepreneurs;
- 2.3 Identify the education, aptitudes, and skills recommended for entrepreneurs;
- 2.4 Discuss the advantages and disadvantages of self-employment;
- 2.5 Assess personal potential for entrepreneurship;
- 2.6 Discuss the role of entrepreneurs in promoting ethical business practices and sustainable relationships; and
- 2.7 Identify career paths in supervisory, management, and small business environments.

3.0 Identify the basic economic principles of entrepreneurship. The student will be able to:

- 3.1 Identify the role of small businesses in the global economy;
- 3.2 Define and discuss profit motive and its impact on business;
- 3.3 Identify the different types of competition and explain the impact of competition on businesses (e.g., direct, indirect, price, non-price, competitive position, etc.);
- 3.4 Define land, labor, capital, and entrepreneurship as factors of production;
- 3.5 Discuss form, place, time, possession, and information utility;
- 3.6 Explain the meaning and causes of scarcity;
- 3.7 Identify the components of the Law of Supply and Demand in a free enterprise system;
- 3.8 Identify the stages of the product life cycle and the characteristics of each stage;
- 3.9 Identify the roles and types of producers, distributors, and services in the current business economy;
- 3.10 Discuss major fields of business activity (e.g., extractive, subcontracting, manufacturing, wholesaling, retailing, services, cottage industries, urban street sales, online/web-based, etc.);
- 3.11 Discuss the four parts of a business (i.e., production, finance, marketing, customer service);
- 3.12 Identify factors that contribute to the success of a small business;
- 3.13 Discuss reasons for small business failure; develop an exit strategy and contingency plan; and
- 3.14 Identify social and cultural responsibilities and/or legal issues involved in making ethical choices in business.

4.0 Identify strategies and methods for generating a business idea and creating a brand. The student will be able to:

- 4.1 Identify current publications and websites available to assist with determining what type of business to start. Business advisement resources include SBDC and NMC School of Business;
- 4.2 Discuss the importance of personality, personal interest, and ability when selecting the type of business to open;
- 4.3 Identify market trends, economic, environmental and government changes and trends as a source of new enterprise ideas (e.g., outsourcing);
- 4.4 Discuss how brainstorming, creative thinking, experimentation, and observations can be used to develop new enterprise ideas; and
- 4.5 Explain how personal goals, lifestyle, background, hobbies, interests, experience, abilities, and financial resources will impact one's choice of business.

5.0 Outline the steps in planning a new business. The student will be able to:

- 5.1 Discuss the importance of “defining” a prospective business;
- 5.2 List reasons for writing a business plan;
- 5.3 Identify and describe the components of a business plan;
- 5.4 Describe the importance of a vision/mission statement in identifying the direction and objectives of a business;
- 5.5 Discuss the importance of determining what products and services will be offered by the business;
- 5.6 Identify how the scope of products and services will vary based on type of business (e.g., wholesale, retail, service, etc.);
- 5.7 Explain the importance of and the factors influencing the image of a business;
- 5.8 Identify and discuss the legal forms of business ownership (e.g., sole proprietorship, partnership, corporation, franchise, licensing, cooperatives, member/employee-owned organizations, etc.);
- 5.9 Identify and discuss different types of corporations;
- 5.10 Identify factors that influence the choice of ownership type;
- 5.11 Describe the legal implications and taxes for each type of business structure;
- 5.12 Demonstrate the ability to manage accounts receivables/payable;
- 5.13 Discuss the internal organization of a business and the assignment of tasks to be performed;
- 5.14 Discuss the different types of organization charts;
- 5.15 Describe different types of records needed by small businesses;
- 5.16 Identify factors that affect purchasing;
- 5.17 Explain the types and importance of inventory control;
- 5.18 Identify shipping and receiving procedures (i.e., channels of distribution), including how it relates to production, product design, and packaging; and
- 5.19 Describe the role of selling in small business.

6.0 Identify the principles of marketing. The student will be able to:

- 6.1 Define and explain market, market research, market mix, market positioning, market penetration strategy, market segmentation, market share, target market, and customer profile survey;
- 6.2 Identify and explain marketing functions (e.g., financing, risk management, selling, promotion, pricing, purchasing, marketing-information management, product/service planning, distribution, etc.);
- 6.3 Discuss methods of forecasting sales, including fluctuations in seasons;
- 6.4 Discuss the importance of the Seven P’s of the marketing mix (i.e., product, price, promotion, place, packaging, positioning, people);

- 6.5 Discuss the methods, costs, and importance of promoting products and services (e.g., publicity, public relations, press release, community events, advertising, Internet, etc.);
- 6.6 Describe the factors that should be evaluated in a promotion (e.g., source, message, media, budget, etc.);
- 6.7 Distinguish between institutional and promotional advertising;
- 6.8 Identify types of advertising media and describe the strengths and weaknesses of each type;
- 6.9 Identify the components of a marketing plan;
- 6.10 Describe the importance of coordinating promotional activities;
- 6.11 Explain the differences between direct sales and the utilization of external sales representatives; and
- 6.12 Identify and describe examples of diverse marketing activities.

7.0 Identify the principles of selling. The student will be able to:

- 7.1 Identify ways to satisfy consumer needs;
- 7.2 Identify features/benefits of selling;
- 7.3 Discuss the principles of selling;
- 7.4 Identify the steps of a sale;
- 7.5 Identify the stages of selling (i.e., attention, interest, desire, action);
- 7.6 Discuss the advantages and disadvantages of establishing sales quotas/commissions;
- 7.7 Discuss the importance of customer service;
- 7.8 Discuss telemarketing as a sales tool;
- 7.9 Discuss the role of selling via the Internet;
- 7.10 Discuss network marketing (i.e., multi-level marketing);
- 7.11 Discuss selling opportunities at flea markets and trade shows; and
- 7.12 Understand the use of social media marketing.

8.0 Identify the principles of financing. The student will be able to:

- 8.1 Explain the difference between income (credit) and expense (debit);
- 8.2 Discuss the importance of maintaining an accounting journal;
- 8.3 Discuss the personal risks involved in financing a business;
- 8.4 Define invoice, balance sheet, equity capital, debt capital, income statement, financial ratios, line of credit, collateral, factoring, income (i.e., earned and unearned), cash flow analysis statement, return on investment, return on equity, and chart of accounts;
- 8.5 Explain the importance of financial accounting and management;
- 8.6 Identify start-up costs and operating expenses (fixed and variable) for a new business;
- 8.7 Identify sources of funds for financing a new business;

- 8.8 Discuss the impact of interest rates on short-term and long-term financing;
- 8.9 Describe methods for establishing credit and obtaining a personal and business credit card;
- 8.10 Define crowd sourcing;
- 8.11 Identify sources of credit and list the steps to apply for a loan;
- 8.12 Define credit rating and discuss the importance of maintaining a favorable credit rating;
- 8.13 Describe the differences between short-term and long-term capital needs;
- 8.14 Identify circumstances that could require additional financing;
- 8.15 Describe the differences between cash basis and accrual basis accounting;
- 8.16 Identify the differences between bookkeeping, tax accounting, and managerial accounting; and
- 8.17 Understand the importance of managing cash flow.

9.0 Identify the principles of pricing. The student will be able to:

- 9.1 Define selling price, fixed costs, variable costs, elastic demand, inelastic demand, price fixing, and bait-and-switch advertising;
- 9.2 Identify factors that affect selling price (e.g., target market, competition, government regulations, economic conditions, supply and demand, distribution, location, etc.);
- 9.3 Describe how the cost of goods sold influences the selling price;
- 9.4 Define break-even point, fixed expenses, and variable expenses;
- 9.5 Explain the difference between markup based on cost and markup based on retail;
- 9.6 Define pricing policy, psychological pricing, unit pricing, product line pricing, and promotional pricing; and
- 9.7 Define pricing strategy, penetration pricing, and price skimming.

10.0 Identify the communication and technology skills used in entrepreneurship. The student will be able to:

- 10.1 Identify and demonstrate effective workplace communication skills (e.g., verbal, nonverbal, written, electronic, etc.);
- 10.2 Describe effective staff communication and its uses (e.g., interpersonal, departmental, interdepartmental, company, etc.);
- 10.3 Demonstrate the ability to read and comprehend written communications;
- 10.4 Identify forms of written business communications utilized in the workplace;
- 10.5 Prepare a business letter, memorandum, and e-mail;
- 10.6 Demonstrate the ability to speak effectively with customers, co-workers, supervisors, and vendors, using appropriate grammar and terminology;
- 10.7 Discuss the importance of developing networking skills to expand business contacts;

- 10.8 Explain and demonstrate the art of negotiation;
- 10.9 Prepare and deliver a business-related presentation;
- 10.10 Demonstrate active listening strategies to improve understanding and performance;
- 10.11 Identify types of technology/equipment used in the workplace;
- 10.12 Define hypertext, URL, links, Internet Service Provider, Bulletin Board Service, electronic storefront, e-mail, and newsgroups;
- 10.13 Describe the use of text messages, WhatsApp, chat rooms in the business; and
- 10.14 Demonstrate the use of Zoom, Google Meet, Microsoft Teams, etc., as communication tools in business.

Course 2: Business Management and Law Student Standards

Course Title: Business Management and Law

Course Credit: 1

Course Description

This course is designed to provide an introduction to business management techniques. Topics include human relations, decision making, communication techniques, business related legal concepts, and characteristics of the American enterprise system.

Standards and Benchmarks

1.0 Identify the principles of management. The student will be able to:

- 1.1 Discuss the evolution of management as a science and as an art;
- 1.2 Explain the role of management in small business;
- 1.3 Define the five functions of management: planning, organizing, staffing, directing, and controlling;
- 1.4 Discuss different types of leadership styles;
- 1.5 Identify the characteristics of effective leaders;
- 1.6 Explain the steps in the decision-making and problem-solving processes;
- 1.7 Discuss strategies for dealing with conflict;
- 1.8 Identify procedures for recruiting employees;
- 1.9 Identify criteria for selecting prospective employees;
- 1.10 Review employee training methods;
- 1.11 Discuss reasons for promoting and transferring employees;
- 1.12 Discuss the reasons for terminating employment; analyze methods for terminating employment and handling volatile situations;
- 1.13 Identify various types of wage and salary plans;
- 1.14 Identify the most frequently offered fringe benefits; and
- 1.15 Describe obligations employers have to employees.

2.0 Demonstrate an understanding of entrepreneurship in a free enterprise system. The student will be able to:

- 2.1 Research the role of entrepreneurship in a free enterprise system;
- 2.2 Compare and contrast different types of business ownership;
- 2.3 Assess the advantages and disadvantages of business ownership;
- 2.4 Analyze the risks and responsibilities involved in ownership of a business;
- 2.5 Examine the obligations related to business ownership;
- 2.6 Diagram the economic/business cycle;
- 2.7 Interpret the Law of Supply and Demand in relation to a specific product and/or service; and

2.8 Investigate current trends that contribute to economic change.

3.0 Demonstrate knowledge of the global economy. The student will be able to:

- 3.1 Identify the role of an Internet site in generating international interest;
- 3.2 Define and explain exchange rate, letter of credit, and freight forwarder;
- 3.3 Analyze characteristics of the global economy;
- 3.4 Discuss the impact of international trade on small businesses (e.g., balance of trade);
- 3.5 Compare and contrast global business opportunities;
- 3.6 Describe methods of researching specific international markets;
- 3.7 Identify potential barriers to international trade;
- 3.8 Identify differences between importing and exporting; and
- 3.9 Examine the impact of changes in trade barriers and technology.

4.0 Demonstrate knowledge of the importance of a business plan. The student will be able to:

- 4.1 Discuss how a business plan contributes to the success of a business;
- 4.2 Describe the circumstances for conducting a feasibility study;
- 4.3 Analyze examples of business plans;
- 4.4 Explain the importance of the presentation of the business plan and be familiar with different parts of the business plan;
- 4.5 Express the importance of reviewing and updating the business plan; and
- 4.6 Understand the purpose and application of SWOT analysis.

5.0 Investigate and analyze the components of a financial management strategy. The student will be able to:

- 5.1 Demonstrate the importance of financial and accounting management;
- 5.2 Demonstrate how to determine and calculate start-up costs for a business in each situation;
- 5.3 Compare and contrast the three means of obtaining equity funding (e.g., private corporation, public corporation, venture capitalists, etc.);
- 5.4 Compare and contrast sources of start-up and operating capital;
- 5.5 Analyze fixed and variable costs, equity financing, debt financing, and trade credit;
- 5.6 Explain the components and importance of a profit and loss statement;
- 5.7 Create a balance sheet, income statement, and cash flow projection. Use software to assist as possible;
- 5.8 Identify the records necessary for effective inventory control; and
- 5.9 Discuss the use of computers and software used in financial analysis.

6.0 Demonstrate knowledge of merchandising and inventory control. The student will be able to:

- 6.1 Define planned sales, planned stock levels, estimated markdowns, and shrinkage;
- 6.2 Analyze options for inventory control (i.e., cost versus retail);
- 6.3 Explain the purchasing procedures for a small business by defining model stock;
- 6.4 Describe the factors to consider when selecting vendors (e.g., terms of sale, cash discount, quantity discount, seasonal discount, future dating, consignment buying, etc.) and be familiar with sales agreements, payment plan policies, purchase orders;
- 6.5 Define and calculate basic business measurements (e.g., break-even point, stock turnover, cost of goods sold, markup, markdown, discounts/terms, etc.);
- 6.6 Explain methods that businesses use to authorize payments for goods and services; and
- 6.7 Identify uses of computer systems and software used in managing merchandise and inventory.

7.0 Demonstrate knowledge of customer credit and collection management. The student will be able to:

- 7.1 Define credit policy, credit bureau, credit limits, accounts receivable, and aging of accounts;
- 7.2 Discuss the advantages and disadvantages of offering credit to customers;
- 7.3 Analyze credit options for a small business;
- 7.4 Examine the criteria for granting credit to customers;
- 7.5 Identify the associated costs of offering credit card service to customers; and
- 7.6 Identify agencies that provide credit information on customers.

8.0 Describe risk/shrinkage management. The student will be able to:

- 8.1 Identify methods to minimize shoplifting;
- 8.2 Determine procedures to reduce the amount of loss from internal theft;
- 8.3 Identify procedures to reduce the amount of loss from bad checks;
- 8.4 Discuss security procedures to discourage burglary and robbery;
- 8.5 Discuss ways to prevent accidents and lawsuits;
- 8.6 Identify different types of business insurance policies required for different types of businesses;
- 8.7 Identify procedures for handling cash transactions; and
- 8.8 Compare and contrast different store policies concerning shrinkage (e.g., returns, mark out of stocks, charge backs, etc.).

9.0 Demonstrate knowledge of government regulation of business. The student will be able to:

- 9.1 Analyze government regulations and the agencies that impact a business venture (e.g., OSHA, FTC, FCC, UCC, etc.). Local agencies: Department of Public Health, Environmental Health, Agriculture, etc.;
- 9.2 Investigate the role of government regulations in dealing with customers and employees;
- 9.3 Explain the differences between a license and a permit, and identify issuing agencies;
- 9.4 Discuss the importance of evaluating the environmental impact of a business;
- 9.5 Describe the health and safety issues an entrepreneur should consider;
- 9.6 Describe facility/equipment maintenance records; and
- 9.7 Discuss consumer product safety laws.

10.0 Demonstrate knowledge of business law. The student will be able to:

- 10.1 Explain the evolution of business law;
- 10.2 Explain and analyze the elements of a contractual relationship (e.g., power of attorney, limited power of attorney, etc.);
- 10.3 Analyze elements of an enforceable contract;
- 10.4 Identify essential information to maintain compliance with the statute of frauds;
- 10.5 Analyze various breaches of contract and available remedies;
- 10.6 Identify the enforceable and unenforceable elements of a case study; and
- 10.7 Identify requirements for negotiability.

11.0 Investigate and analyze the components of human resources management. The student will be able to:

- 11.1 Compare and contrast the use of independent contractors, temporary help agencies, co-op programs, interns, and permanent employees;
- 11.2 Create a job description;
- 11.3 Role-play an interview using appropriate, legal questions;
- 11.4 Evaluate appropriate work habits (e.g., punctuality, initiative, self-management, reliability, etc.);
- 11.5 Analyze traits that promote human relations and increase job productivity;
- 11.6 Discuss the components and functions of a company policy manual (e.g., drinking and smoking, tardiness and absenteeism, sexual harassment, medical insurance, holidays, vacation, sick time, etc.);
- 11.7 Select and develop written solutions to behavior problems that affect job performance;
- 11.8 Describe the procedures for training and promoting employees;
- 11.9 Describe the methods for supervising and motivating employees;
- 11.10 Discuss alternative methods for evaluating employee performance;

- 11.11 Examine and critique a performance appraisal of an employee;
- 11.12 Identify the steps in developing a comprehensive employee compensation package;
- 11.13 Identify the records necessary for payroll taxes;
- 11.14 Describe the components of employee contracts (e.g., non-compete clause, non-solicitation clause, etc.);
- 11.15 Identify the records used for effective human resource management;
- 11.16 Describe the legal implications of using performance appraisals to terminate or demote employees; and
- 11.17 Be familiar with Standard Operating Procedures, Employee Handbook, Benefits and Taxes for Employees.

Course 3: Business Ownership Student Standards

Course Title: Business Ownership

Course Credit: 1

Course Description

The purpose of this course is to prepare students for careers as entrepreneurs, present entrepreneurship as a career path worthy of consideration, provide students with the skills needed to realistically evaluate their potential as business owners, and develop the fundamental knowledge and skills necessary to start and operate a business. Students will write a small business plan in this course.

Standards and Benchmarks

1.0 Analyze the changing role of entrepreneurship in the global marketplace.

The student will be able to:

- 1.1 Evaluate the importance of entrepreneurship to the American economy; identify and research famous entrepreneurs;
- 1.2 Analyze business trends created by changes in technology;
- 1.3 Examine the innovations and inventions throughout history that created businesses;
- 1.4 Summarize the factors that lead to increased interdependence within the global marketplace; and
- 1.5 Analyze the impact of international law on sales transactions.

2.0 Compare and contrast management theories. The student will be able to:

- 2.1 Identify the motivational theories that impact management (e.g., Maslow, Herzberg, etc.);
- 2.2 Determine the wants, needs, and motives of a particular audience and identify an appropriate motivational strategy; and
- 2.3 Define and discuss the impact of Total Quality Management (TQM) on the global marketplace.

3.0 Explain the role of management in the operation of an enterprise. The student will be able to:

- 3.1 Analyze and explain the functions of management;
- 3.2 Prepare an organizational chart and explain its importance;
- 3.3 Interpret the term “control” and explain its importance in operating a business;
- 3.4 Discuss the various aspects of supervising employees and the role of employees in the workplace;

- 3.5 Analyze the relationship of government entities (i.e., federal, state, local) to small and large businesses; note the differences in certain laws (e.g. Family and Medical Leave Act, etc.);
- 3.6 Provide examples of regulations that affect small and large businesses; and
- 3.7 Identify the various types of taxes levied on a small business.

4.0 List the components of a business plan and explain how such a plan contributes to the success of a small business. The student will be able to:

- 4.1 Describe the components of a business plan (e.g., Executive Summary, Introduction, Analysis of Business Situation, Planned Operation, Planned Financing, etc.);
- 4.2 Analyze the importance of a business plan in developing a business idea and evaluating success;
- 4.3 Select the data, graphics, maps, and diagrams to include in a business plan. Utilize current technology for research and communication in the development of a business plan; and
- 4.4 Evaluate the possibility of and procedures for buying an existing business or franchise.

5.0 Prepare a self-analysis. The student will be able to:

- 5.1 Identify and describe the type of business;
- 5.2 Analyze how current or changing economic situations create an unfulfilled consumer demand for the business;
- 5.3 Evaluate various corporate vision and mission statements and develop an individualized mission statement for the selected business;
- 5.4 Compose a description of the product/service and the advantages and benefits the product/service will provide customers;
- 5.5 Substantiate why the business will be successful; and
- 5.6 Identify three business failures and evaluate the causes of each failure.

6.0 Prepare a self-analysis. The student will be able to:

- 6.1 Describe personal interest, education, training, strengths, and weaknesses relevant to the operation of a business;
- 6.2 Develop a timeline for the personal development required for a specific field of business; outline the steps needed to acquire skills and obtain licensure; and
- 6.3 Describe personality traits and work habits relevant to the operation of a business; compare to the individual's traits and habits.

7.0 Prepare an analysis of the trading area. The student will be able to:

- 7.1 Analyze the trading area with respect to geographic, demographic, and economic data by utilizing Internet-based resources (i.e., www.census.gov); and
- 7.2 Assess the competition and the effects of seasonal fluctuations.

8.0 Prepare a market segment analysis. The student will be able to:

- 8.1 Analyze the target market by population, geographical area, demographics, lifestyles, and product benefits;
- 8.2 Explain the importance of market segmentation;
- 8.3 Describe customer buying behavior related to the proposed business; and
- 8.4 Analyze the customer base relative to local market demographics.

9.0 Prepare an analysis of a potential location. The student will be able to:

- 9.1 Evaluate the availability, costs, traffic patterns, accessibility, and proximity to competition of an appropriate business location;
- 9.2 Research the cultural, financial, vocational, age, and mobility characteristics of the inhabitants of the potential location;
- 9.3 Determine the advantages and disadvantages of different types of business locations and understand how zoning regulations affect business locations;
- 9.4 Understand different types of commercial leases and practice the calculations needed to establish rent; and
- 9.5 Determine the steps involved in selecting a specific business site.

10.0 Prepare a description of the proposed organization of the selected business. The student will be able to:

- 10.1 Determine the type of ownership best suited to the business situation;
- 10.2 Identify the steps required to form a business;
- 10.3 Outline the steps for the hiring of employees;
- 10.4 Prepare an organizational chart;
- 10.5 Create job descriptions for the identified positions; and
- 10.6 Create sample of formation of organization documents: corporation, partnership, LLC, etc.

11.0 Prepare a description of the proposed products and/or services. The student will be able to:

- 11.1 Summarize the features, benefits, and advantages of the products and services to be offered;
- 11.2 Identify potential suppliers and/or manufacturers;
- 11.3 Develop an inventory policy, if applicable, and
- 11.4 Create sample product list/inventory list.

12.0 Prepare a proposed pricing policy. The student will be able to:

- 12.1 Identify the elements of a pricing policy and the reasons for developing a pricing policy;
- 12.2 Explain the relationship to one's competitors;
- 12.3 Understand all aspects of pricing and the impact of pricing on the bottom line of the business;
- 12.4 Identify pricing incentive options;
- 12.5 Describe pricing strategy decisions;
- 12.6 Define and describe profit margin;
- 12.7 Determine how to compute profit margin; and
- 12.8 Create sample product lists, menus or service rate sheets.

13.0 Prepare a marketing strategy. The student will be able to:

- 13.1 Determine and describe an appropriate store image;
- 13.2 Select a promotional mix for the business;
- 13.3 Establish promotional objectives for the business;
- 13.4 Identify the methods of promotion to be used by comparing and contrasting costs versus benefits;
- 13.5 Explore various advertising mediums and the costs associated with each type;
- 13.6 Develop a promotional plan; include sales promotion and marketing campaign;
- 13.7 Develop ideas for obtaining publicity;
- 13.8 Find three websites within the specific industry; compare/contrast the elements of each site for effectiveness; and
- 13.9 Identify the role of customer service.

14.0 Develop a financial plan for a small business. The student will be able to:

- 14.1 Estimate the dollar amount required to open a business;
- 14.2 Compare available funding sources; identify the amount of personal financial commitment necessary to open a business;
- 14.3 Use a financial calculator to determine the loan payment and amortization of a business loan;
- 14.4 Prepare a plan to repay borrowed funds or to provide return on investment to equity funds;
- 14.5 Project monthly and annual business income for the first year of operation;
- 14.6 Estimate monthly and annual cash flow for the first year of operation;
- 14.7 Calculate the sales volume required for the first year of operation to be profitable;
- 14.8 Prepare a statement of opening assets, liabilities, and net worth; and

14.9 Prepare a cash flow projection for the simulated business.

15.0 Demonstrate the uses of marketing-related software. The student will be able to:

- 15.1 Perform data entry procedures;
- 15.2 Perform merchandising math data entry procedures (e.g., stock turnover, markup, markdown, open to buy, pricing, invoicing, etc.);
- 15.3 Analyze a marketing spreadsheet in a decision-making situation; and
- 15.4 Design and prepare an advertising brochure.

16.0 Apply a career plan to entrepreneurship. The student will be able to:

- 16.1 Develop a plan for pursuing a career as an entrepreneur; include training and educational requirements, skills and abilities, and steps for reaching career goals;
- 16.2 Demonstrate specific technology applications related to a career plan; and
- 16.3 Develop forms of documentation for inclusion in a career portfolio.

Course 4: Entrepreneurship Practicum Student Standards

Course Title: Entrepreneurship Practicum

Course Credit: 1

Course Description

This course provides students the opportunity to demonstrate human relations, communications, and employability skills necessary for entry-level employment in a business and exposure to entrepreneurship. Additionally, students will potentially be able to launch their business plan developed in this pathway.

- Internship: Work with a local business to secure a paid or non-paid work experience based on the needs of the students and the availability of positions. Each student intern is required to have a job performance skills plan, signed by the student/intern, teacher, and employer. This plan should include competencies developed through classroom experiences, a list of on-the-job duties and tasks to be performed, and identification of student performance standards.
- Launch Student Business Plan: Allow a student or group of students to launch the business (or simulated version of the business) they developed in Business Ownership. (If CNMI can allow for the launch of a small business plan developed by students in this pathway, the standards below can be practiced by launching a real or simulated business based on a student-written business plan.)

Standards and Benchmarks

1.0 Perform critical job skills. The student will be able to:

- 1.1 Apply literacy skills in technical reading, writing, computing, and calculating;
- 1.2 Perform tasks as outlined in the individualized job performance skills plan.
- 1.3 Maintain relevant employment documents;
- 1.4 Sustain mentoring relationships in the workplace;
- 1.5 Communicate in business settings by listening, writing, speaking, and presenting with professional demeanor;
- 1.6 Collaborate, communicate, and interact utilizing technology;
- 1.7 Offer alternative suggestions or solutions rather than simply rejecting other ideas;
- 1.8 Contribute to team efforts by fulfilling responsibilities and valuing diversity;
- 1.9 Explore networking opportunities through professional associations;
- 1.10 Exercise proper judgment in decision making; and
- 1.11 Adapt to changing organizational environments with flexibility.

2.0 Display professional work habits. The student will be able to:

- 2.1 Report as expected, on time, appropriately dressed and groomed and ready to work;
- 2.2 Create a positive professional image through proper introductions, eye contact, and speaking clearly and confidently;
- 2.3 Model acceptable work habits and conduct in the workplace as defined by company policy;
- 2.4 Demonstrate appropriate dress and grooming habits;
- 2.5 Complete and follow through on tasks and take initiative as warranted;
- 2.6 Respond to internal and external customers' needs and concerns;
- 2.7 Practice business etiquette and social sensitivity in face-to-face interaction, on the telephone and the Internet; and
- 2.8 Build bridges between conflicting attitudes and ways of thinking.

3.0 Demonstrate ethical behavior. The student will be able to:

- 3.1 Compare business activities to professional standards.
- 3.2 Demonstrate the ability to show empathy, respect, and support for others.
- 3.3 Recognize the importance of confidentiality and privacy.
- 3.4 Recognize gender, religious and culturally appropriate behaviors.
- 3.5 Recognize protocol for giving and receiving gifts.

4.0 Demonstrate skills in marketing and business. The student will be able to:

- 4.1 Explore multiple jobs within the business, marketing and sales field;
- 4.2 Understand the demand for all careers in the industry; and
- 4.3 Practice skills in each pathway offered in the industry.

5.0 Develop a professional portfolio to showcase the work experience in the practicum. The student will be able to:

- 5.1 Write a reflection and collect work sample artifacts that align with the application of academic and technical knowledge and skills. Include examples of pathway course skills and knowledge;
- 5.2 Identify 21st Century Skills used in the practicum assignment and discuss why the skill is important to career success; and
- 5.3 Classify personal and social skills used in the practicum assignment and discuss their importance to career success. Provide examples of how social skills were used to enhance the customer experience.

**6.0 Where applicable, embed an industry certification in the work experience.
The student will be able to:**

- 6.1 Work with industry partner to identify needed industry credentials and work towards completion of study materials or attend professional development sessions to prepare for certifications or badges;
- 6.2 Complete all study sessions to prepare for the industry exam; and
- 6.3 Participate in the exam session to be able to utilize the industry credential for advancement in the industry.

CNMI Entrepreneurship Four-Year Plan

A four-year plan refers to the outline of courses that a high school student will take to complete the necessary requirements for high school graduation, per PSS policy (shown below). The four-year plan allows students to personalize their high school experience, incorporate classes that will lead to their future college major and career, and ensure that they graduate on time. Student schedules include four blocks of instruction per day. Students can earn eight credits per year, earning one credit per block per semester.

A minimum of twenty-eight (28) credits are required for graduation from the 12th grade. Required courses constitute twenty-three (23) credits of the minimum credit and are as follows:

Required Courses	Credits
English <ul style="list-style-type: none">- Composition I and II- Integrated literature and composition – 9th- Integrated literature and composition – 10th- Technical research/business writing – 11th- American literature – 11th- British literature- 12th	8 credits
Math <ul style="list-style-type: none">- Algebra I – 9th- Geometry – 10th- Algebra II – 11th	6 credits
Science <ul style="list-style-type: none">- Environmental science – 9th- General biology – 10th- Chemistry – 11th	3 credits
Social Studies <ul style="list-style-type: none">- NMI history – 10th- US/World history – 11th- US Government/economics – 12th	3 credits
Physical Education 0.5 credit of physical education must include a health course. (JROTC may be substituted for 1 credit of Physical Education)	2 credits
Language other than English	1 credit

This plan includes the career pathway courses for the Entrepreneurship if a student chooses to take four CTE courses as their electives.

Commonwealth of Northern Marianas Islands Plan of Study

Cluster: Marketing, Distribution, and Logistics Pathway: Entrepreneurship

This Career Pathway Plan of Study can serve as a guide, along with other career planning materials, as learners continue on a career path. Courses listed within this plan are only recommended coursework and should be individualized to meet each learner's educational and career goals. This Plan of Study, used for learners at an educational institution, should be customized with course titles and appropriate high school graduation requirements as well as college entrance requirements.

EDUCATION LEVELS	GRADE	English/ Language Arts 8 credits	Mathematics 6 credits	Science 3 credits	Social Studies 3 credits	Other Required Courses 3 credits	Recommended Career and Technical Courses 4 credits	Electives Student Choice 1 credit
NOTE: Honors, Pre-AP or AP courses offered in many courses.								
Career Assessment: Identify an appropriate career assessment instrument at the middle school level used to help students and their parents plan for high school.								
SECONDARY	9	Composition I and Integrated Literature and Composition 9th	Algebra I	Environmental Science		PE I & Health	Course 1: Principles of Entrepreneurship DE MG210 NMC	Arts: Band, Chorus, Drama, or Dance CTE: Agriculture, Bookkeeping, Digital Video, General Business, Technology, Video Production, or Cooperative Education
	10	Composition II and Integrated Literature and Composition 10th	Geometry	General Biology	NMI History	PE II or ROTC	Course 2: Business Management and Law DE MG231 NMC	Any Pre-AP Courses
	11	Technical Research/Business Writing And American Literature	Algebra II	Chemistry	US/World History	LOTE Chamorro or Carolinian	Course 3: Business Ownership	Additional AP Courses Additional General Education Courses
	12	British Literature			US Government & Economics		Course 4: Entrepreneurship Practicum	
High school courses in the pathway offered locally for college credit should be coded: DE (Dual Enrollment)								

List related certifications/credentials offered locally: <ul style="list-style-type: none"> ▪ Microsoft Office Specialist Word, Excel or PowerPoint ▪ Online Google certifications ▪ Adobe Creative certifications <ul style="list-style-type: none"> – QuickBooks certification – Work Ethic certificate – OSHA-10 certificate – WorkKeys NCRC 	Additional Learning Opportunities: CTSO Organization(s): <input checked="" type="checkbox"/> DECA <input checked="" type="checkbox"/> FBLA <input type="checkbox"/> FCCLA <input type="checkbox"/> FFA. <input type="checkbox"/> FEA <input type="checkbox"/> HOSA <input type="checkbox"/> SkillsUSA <input type="checkbox"/> TSA <input type="checkbox"/> AmeriCorp Work-Based Learning: <input checked="" type="checkbox"/> Career Research <input type="checkbox"/> Cooperative Education <input checked="" type="checkbox"/> Internship <input checked="" type="checkbox"/> Job Shadowing <input type="checkbox"/> Service-Learning Project <input checked="" type="checkbox"/> Mentorship <input type="checkbox"/> Student Apprenticeship			
POSTSECONDARY	College Entrance Exams such as ACT & SAT			
	SAMPLE POSTSECONDARY PROGRAMS RELATED TO THIS CAREER PATHWAY <input type="checkbox"/> Guam Community College (GCC) <input checked="" type="checkbox"/> Northern Marianas College (NMC) <input type="checkbox"/> Northern Marianas Technical Institute (NMTI)			
	Pathway	Associate Degree, College Certificate, or Apprenticeship	Bachelor's Degree	Postgraduate Degree
Business Management	Associate in Arts: Business Associate in Applied Science in Business Administration	Bachelor of Science in Business Management	Master of Business Administration (WICHE)	
SAMPLE—Occupations Relating to This Pathway: http://www.careerclusters.org Small Business Owner, Artist, Tradesman, Designer, Musician, Retail Manager				

Knowledge, Skills, and Dispositions

Knowledge	Technical Skills	Employability Skills	Dispositions
<ul style="list-style-type: none"> • Financial Management • Human Resource Management • Information Management • Marketing Management • Operations Management • Risk Management • Strategic Management • Business Concepts • Fundamentals of Communication • Coworker Communication • Economic Indicators/Trends • Economic Systems • International Business Concepts • Financial Services • Personal Money Management • Entrepreneurial Planning • Venture/Start-up Resources • Exit Strategies • Global Trends and Opportunities • Start-up Tools and Requirements • Debt Equity Financing • Business Procedures • Venture Creation: Methods & Ideas • Product & Service Creation 	<ul style="list-style-type: none"> • Digital Communication (email, chat, tele/video) • Microsoft Office (Word, Excel, Publisher, PPT) • Google Suites (docs, spreadsheets, slides, forms) • Recordkeeping • Job-seeking Skills • Cost/Benefit Analysis • Business Planning • Money Management • Accounting • Marketing • Information Management • Purchasing & Procurement • Legal Considerations • Controlling Finance • Career Planning • Training & Development • Organizing Record Keeping 	<ul style="list-style-type: none"> • Oral and Written Communication Skills • Interpersonal Flexibility • Reliability • Motivation • Professionalism • Establish & Maintain Effective Working Relationships • Teamwork • Attention to Detail • Time Management & Organizational Skills • Taking Initiative • Problem Solving and Decision Making • Ethical Work Habits • Goal Setting • Personal Responsibility • Creativity • Group-Working Relationships • Dealing with Conflict 	<ul style="list-style-type: none"> • Empathetic/Compassionate • Patience • Dependable • Cooperative • Responsibility and Initiative • Reliable • Organized Commitment • Critical Thinker • Problem Solver • Principled Empathy and Compassion • Honesty and Integrity • Concern for Others • Tolerate Stress • Self-control • Entrepreneurial Personality • Diversity Tolerance for Ambiguity

Work-Based Learning

Work-Based Learning (WBL) provides opportunities in which a student completes meaningful tasks in a workplace. Such programs are designed to prepare participants for full-time work and help them acquire the knowledge and skills they need to enter or advance in particular career fields. Work-based learning can be a component of a continuum of lifelong learning and skill development for a range of learners, including K–12 students, young adults, college students, and adult jobseekers.

WBL experiences reinforce the 21st Century Skills by allowing students to apply these skills in a real-world business or service-oriented work environment.

Connecting WBL to 21st Century Skills

Learning Skills:

- Critical Thinking: Develop a project to meet a community need or solve a community problem.
- Creativity: Publicize/advertise project; solve problems; present findings.
- Collaboration: Work with community members, peers, and mentors.
- Communication: Write and present proposals; make requests and get permissions; publicize and present final project.

Literacy Skills:

- Information: Access and evaluate information to use to solve problems.
- Media: Understand how and why media messages are constructed in a real-world setting; create media products to communicate a message.
- Technology: Use technology as a tool to research, organize, evaluate, and communicate information.

Life Skills:

- Flexibility: Adapt to varied roles, job responsibilities, and schedules; incorporate feedback effectively; understand and balance diverse views.
- Leadership: Set and meet goals; prioritize, plan, and manage work to achieve the intended result.
- Initiative: Go beyond completion of assigned tasks to advance responsibility.
- Productivity: Monitor, define, prioritize, and complete tasks.

21st Century Skills

How today's students can stay competitive in a changing job market

Learning Skills



Literacy Skills



Life Skills



- Social Skills: Know when it is appropriate to listen and when to speak; conduct oneself in a respectable, professional manner.

Work-Based Learning Framework

WBL experiences offer students the opportunity to explore career options and develop critical academic and technical skills in collaboration with community and/or industry involvement. As such, students should have access to a series of structured WBL experiences that deepen their knowledge and allow them to apply classroom theories into practice. At an early level/grade, WBL experiences can help students develop a broad understanding and awareness of industries and possible careers that are available to them. Over time, these experiences narrow in focus as students find a good fit, learn what type of postsecondary education is necessary for success, and begin practicing the academic, technical, and professional skills necessary to enter their identified careers.

Career Awareness

Career awareness activities build knowledge of the variety of careers available and the role of postsecondary education; broaden student options. Some examples of career awareness activities are guest speakers, career days or college and career fairs, field trips and workplace tours, videos or presentations about various professions, and opportunities to conduct informational interviews. Career awareness activities ideally lead to WBL experiences where students can deepen their knowledge of career pathways and begin applying skills learned in the classroom.

Career Exploration

Career exploration experiences encourage students to develop personal career interests, a better understanding of pathways to a chosen career, and the workplace readiness skills needed to make informed decisions regarding secondary and postsecondary education and training. These experiences are typically of shorter duration.

Career Preparation

Career preparation experiences deepen student knowledge and develop skills necessary for success in employment and postsecondary education. These experiences are recommended for students who have a clear goal of entering the workforce directly after high school or enrolling in a closely related postsecondary training program. These experiences are structured primarily to give students extensive practice in applying fundamental technical and practical knowledge and skills in their chosen careers.

Career Training

Career training consists of any activity that allows a student to train for employment and/or postsecondary education in a specific range of occupations.

CNMI Work-Based Learning Opportunities			
Type of Student WBL Experience	Purpose/Learning Outcome	Experience Defined by	WBL Student Experiences
9th Grade Industry and Career Awareness	<p>Build awareness of the variety of careers available and the role of post-secondary education; broaden student options.</p> <p>Student can articulate the type of postsecondary education and training required in the career field and its importance to success in that field.</p>	<ul style="list-style-type: none"> • One-time interaction with partner(s), often for a group of students. • Designed primarily by adults to broaden student's awareness of a wide variety of careers and occupations. 	Guest Speakers Career Fair
10th Grade Career Exploration	<p>Explore career options and postsecondary requirements for the purpose of motivation and to inform decision making in high school and postsecondary education.</p> <p>Student can give at least two examples of how the student's individual skills and interests relate to the career field and/or occupations.</p>	<ul style="list-style-type: none"> • One-time interaction with partner(s) for a single student or small group. • Personalized to connect to emerging student interests. • Student takes an active role in selecting and shaping the experience. • Depth in particular career fields. • Builds skills necessary for in-depth work-based learning. 	Workplace Industry Tours

CNMI Work-Based Learning Opportunities			
Type of Student WBL Experience	Purpose/Learning Outcome	Experience Defined by	WBL Student Experiences
11th Grade Career Preparation	<p>Apply learning through practical experience that develops knowledge and skills necessary for success in careers and postsecondary education.</p> <p>Student works effectively as a member of a team, with respect for diverse perspectives and strengths.</p>	<ul style="list-style-type: none"> • Direct interaction with partners over time. • Application of skills transferable to a variety of careers. • Activities have consequences and value beyond success in the classroom. • Learning for the student and benefit to the partner are equally valued. 	Job Shadowing
12th Grade Career Training	<p>Train for employment and/or postsecondary education in a specific range of occupations.</p> <p>Student demonstrates knowledge and skills specific to employment in a range of occupations in a career field.</p>	<ul style="list-style-type: none"> • Interaction with partners over extended period of time. • Benefit to the partner is primary and learning for student is secondary. • Develop mastery of occupation specific skills. • Complete certifications or other requirements for a specific range of occupations. 	Clinical Experience Internship Extended Job Shadow

Career and Technical Student Organization

DECA

DECA Inc. is a 501(c)(3) not-for-profit student organization with more than 225,000 members in all 50 United States, Canada, Guam, Puerto Rico and Germany. The United States Congress, the United States Department of Education, and state, district, and international departments of education authorize DECA's programs. With nearly a 75-year history, DECA has impacted the lives of more than ten million students, educators, school administrators and business professionals since it was founded in 1946. Their strong connection with our organization has resonated into a brand that people identify as a remarkable experience in the preparation of emerging leaders and entrepreneurs. DECA's programs and activities are constantly evolving as it uses the latest technology and applies cutting edge educational research. DECA's core focus remains consistent and is captured in the mission: DECA prepares emerging leaders and entrepreneurs in marketing, finance, hospitality and management in high schools and colleges around the globe. For more information, visit: <https://www.deca.org/about/>.

Business Professionals of America

Business Professionals of America is the premier Career and Technical Student Organization (CTSO) for students pursuing careers in business management, information technology, finance, office administration, health administration, and other related career fields. With 45,000 members in over 1,800 chapters across 25 states and Puerto Rico, as well as an international presence in China, Haiti, and Peru, the BPA is an organization that supports business and information technology educators by offering co-curricular exercises based on national standards.

The BPA enhances student participation in professional, civic, service and social endeavors. Members participate in these activities to accomplish its goals of self-improvement, leadership development, professionalism, community service, career development, public relations, student cooperation, and safety and health.

A major program of the BPA is the Workplace Skills Entrepreneurship Assessment Program (WSAP). The WSAP prepares students to succeed and assesses real-world business skills and problem-solving abilities in finance, management, IT, and computer applications. It is BPA's showcase program and facilitates students demonstrating their career skills at regional, state, and national conferences in more than 90 competitive events. For more information, visit: <https://bpa.org/about-us/>.

Junior Achievement

Junior Achievement's (JA's) mission is to inspire and prepare young people to succeed. The inspiration piece comes from community volunteers who not only deliver our lessons but share their experience. In the process, these volunteers serve as role models helping to positively impact young people's perceptions about the importance of education, as well as critical life skills. Preparation involves JA's proven lessons that promote financial capability, work and career readiness, and business ownership. For more information, visit: <https://jausa.ja.org/about/index>.

Industry Certification

Earning a nationally recognized industry certification allows students to demonstrate their technical skills and abilities and provides opportunities for employment. The following industry certifications would enhance a student's knowledge and skills in this pathway:

- MOS Microsoft Office Specialist PowerPoint Associate Certification;
- MOS Microsoft Office Specialty Office Associate Certification; and
- Vertiport Entrepreneurship and Small Business.

For more information, visit:

<https://docs.microsoft.com/en-us/learn/certifications/> or
<https://certiport.pearsonvue.com/Certifications/ESB/Certification/Overview.aspx>.

Postsecondary Alignment

Earning college credit in high school helps students learn time management skills, earn scholarships for college, explore specific fields of study in depth, make room for diverse experiences, and save money. Students have an opportunity to earn early college credit with Northern Marianas College in this program of study with the following alignment.

Postsecondary Website: <https://www.marianas.edu/schoolofbusiness>

CNMI PSS Course	Aligned NMC Course
College and Career Success 101	BE 111 College Success
Principles of Entrepreneurship	MG210 Principles of Entrepreneurship Business
Management and Law	MG231 Intro to Business (TBD)

Profile of a CNMI PSS Graduate

(Pending completion from Office of Curriculum and Instruction)

Recruitment & Marketing Action Plan Template

District Office or Program of Study Plan (POS):	POS Site:
Marketing & Recruitment Team Members:	

Goal 1: Pathway Messaging <i>Action Steps</i>	Will this be an effective strategy for the CNMI?	Who will lead this?	Date to begin work	Date to complete work	What help do you need? From whom?
<p>Ensure consistent messaging to all audiences identified.</p> <p>Create website or recruitment brochure to include:</p> <ul style="list-style-type: none"> • Required course sequence; • Eligibility and enrollment requirements; • Related college pathways, what to expect in the pathway, and potential careers; • Pictures, contact information, certifications; and • Application requirements, and deadlines. 					
<p>Solidify program description and course sequence.</p> <ul style="list-style-type: none"> • Update course descriptions as needed. 					
<p>Create a video for your pathway or other visuals to use in webpages, parent meeting presentations, counselor professional development, board presentations, advisory committee meetings, and so forth.</p>					
<p>Update the school and/or district website with pathway information; make branding decisions about centralized design versus pathway-specific creativity.</p>					

Goal 1: Pathway Messaging <i>Action Steps</i>	Will this be an effective strategy for the CNMI?	Who will lead this?	Date to begin work	Date to complete work	What help do you need? From whom?
Create a poster of your pathway sequence for your counseling center and classrooms.					
Consider district and/or school branding and communication guidelines.					
Create a presentation for your counseling, teacher, and administrative teams.					
Other:					

Goal 2: Collaboration and Communication With Site and District Stakeholders <i>Action Steps</i>	Will this be an effective strategy for the CNMI?	Who will lead this?	Date to begin work	Date to complete work	What help do you need? From whom?
Set up a meeting to present the pathway to counseling and administrative teams to ensure strong understanding of pathways.					
Address any prerequisites or indicators for pathway recruitment.					
Ensure administrative and counseling teams are aware of any master scheduling needs of the pathway to ensure student participation and completion.					

Goal 2: Collaboration and Communication With Site and District Stakeholders <i>Action Steps</i>	Will this be an effective strategy for the CNMI?	Who will lead this?	Date to begin work	Date to complete work	What help do you need? From whom?
Bring counselors, administrative staff, and board members to tour the pathway facilities or observe the class in action to help them better recruit.					
Review forms that counselors give to students for course selection to ensure pathway courses are correctly identified and listed.					
Raise equity and access concerns with counselors to increase recruiting to special populations. Ensure that the underrepresented population being targeted is intentionally represented in all marketing forums.					
Present at the school board regarding pathway information and recruitment.					
Determine how students can be tagged in your student information system so that pathway-designated students are not inadvertently removed from the pathway course.					
Identify appropriate class caps, and create a plan to address equity when limited seats are available.					
Other:					

Goal 3: Student and Parent Marketing <i>Action Steps</i>	Will this be an effective strategy for the CNMI?	Who will lead this?	Date to begin work	Date to complete work	What help do you need? From whom?
Engage with students for a pathway-related activity or information event.					
Distribute promotional materials (e.g., brochures, videos) to your middle schools and high schools.					
Host a virtual parent night at the high school to relay information about all pathways, give tours of pathway facilities, and highlight student work.					
Bring middle school students to the high school to tour pathway facilities and/or engage in a pathway activity.					
Identify newsletters, e-mails, and social media that go out to your district, schools, parents, and stakeholders, and highlight your program.					
Other:					

Career pathways are integrative systems created to support secondary school students in enrolling in post-secondary transferable curricula and gaining practical work environment while obtaining their high school diplomas. **Career pathways** are designed to streamline and minimize the steps required for students to advance into jobs that align with their career aspirations. With specialized certifications gained upon high school graduation, students are ready to enter the workforce and seamlessly transition into college. A goal in establishing career pathways is to unify agencies across workforce development, education, and policy to determine processes and influence legislation that benefit students at all levels. Preparing students with marketable skills upon completing secondary school allows the students ample time within their careers to build upon an early foundation of basic knowledge. Providing adequate training and opportunities for certification keeps youth engaged with the workforce and supports them in building sustainable careers that contribute to the economic growth and future of the Commonwealth of the Northern Mariana Islands (CNMI). This curriculum guide will provide resources to guide the instruction of the pathway courses and pathway related activities and connections to post-secondary education and training.



REGION 18
Commonwealth of the
Northern Mariana Islands
Federated States
of Micronesia
Guam
Republic of Palau

