**Entrepreneurial Bridge Curriculum - Introduction**

This curriculum grew from the need for foundational skills and information to support learners’ desire to own and operate their own business (es). Adult Education can fill this need, beginning with this Entrepreneurial Bridge. The contextualized nature of this bridge ensures teaching of basic skills and essential employability skills while gaining the foundational knowledge for business ownership. The embedding of Universal Design for Learning further supports accessibility and engagement for all learners.

We want this curriculum to work for you, your program and your students! It is available in Word format which is easily adaptable. If you would like a copy of the curriculum via Google Drive, please send this request to [sipdctrainer@gmail.com](mailto:sipdctrainer@gmail.com). Please see below for further information, resources, and acknowledgements..

**Purpose & Format**

* The curriculum was designed for ABE/ASE and ESL learners at NRS Level 4 (High Intermediate) or above.
* The curriculum is designed as a sequence of consecutive lessons, rather than a series of stand-alone activities covering specific content areas, as other Illinois adult education model bridge curricula are.The entrepreneurial curriculum builds to a specific culminating assignment, so the lessons are designed in an intentional progression of skills and ideas.
* Programs are encouraged to use the curriculum flexibly. The bridge course for which this curriculum was created was designed as a 3 hour per week,16 week per semester course. But the number, length, and order of lessons can be adjusted to fit the needs of a program’s course design. Please ensure that all courses are marked as Bridge courses.
* The curriculum is available as Microsoft documents. All curriculum components can also be made available as Google G Suite tools. Email [sipdctrainer@gmail.com](mailto:sipdctrainer@gmail.com) to request access.

**Foundations for Design**:

* This curriculum is intentionally designed to integrate College and Career Readiness Standards, Essential Employability Skills, and Universal Design for Learning principles in every lesson.
* Academic content areas, career readiness strategies, and entrepreneurial bridge content are seamlessly integrated in this curriculum. ESL, Language Arts and Math standards are targeted throughout, and Speaking & Listening opportunities are stressed in each lesson as part of the emphasis on communication, teamwork, and workplace skills.
* Extension activities offer options for adding increased rigor and challenge to the lessons.
* Learning outcomes often require learners to engage in collaborative and individual projects involving authentic materials and resources and complete documents and tasks for career awareness.

**Assumptions**

* Lesson plans are written to accommodate in-person or online delivery. Agencies or instructors who use this curriculum will adjust activities and/or instructions as needed to suit course modality.
* Each agency or instructor who uses this curriculum will adapt instructional strategies, content level of difficulty, learning activities, and projects to meet the needs of the program’s target population and adult learners of lower and higher academic levels.
* Though EBRI methodology is not explicitly mentioned in the curriculum, it is assumed the instructor will explicitly teach the targeted vocabulary in each lesson plan & adapt instruction for the needs of English Language Learners in the course as needed.
* Referenced resources, relevant Internet links, and learning activities (created, suggested, attached, or referenced) will be used, modified, or omitted based on student need and restraints of class time and resources.

**Activities and resources**

* Activities and resources are built directly into the lesson plans as direct, clickable links that will pull from a Google Drive folder housing the Entrepreneurial Bridge Curriculum.
* Some activities and resources are Google Docs, Slides, or Sheets, and settings are enabled so that users will be prompted to make a copy of each document as it is opened. Then users can view, edit, save, and print all resources.

**Acknowledgements**

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* Editor - Anita Kerr
* Project Managers - Sarah Goldammer and Tara Schwab of the Southern Illinois Professional Development Center

**Expected Outcomes for Student Learning**

*Upon successful completion of this course, a student should be able to:*

A. Evaluate an article and its claims about the characteristics of successful entrepreneurs. B. Complete a self-reflection on their personal entrepreneurial characteristics.

C. Summarize case studies of successful marketing plans.

D. Develop arguments for and against starting a business.

E. Recognize and demonstrate an understanding of subject-specific vocabulary using context clues.

F. Understand the math involved in pricing a product for a business.

G. Determine the qualities of a unique selling proposition & how it benefits a business.

H. Analyze the components of a business plan.

I. Analyze and delineate the importance of market research when starting a business.

J. Apply various note-taking strategies.

K. Compare & contrast the types of business structures.

L. Apply close reading strategies by annotating a text.

M. Evaluate the complex process of naming a business.

N. Apply online reading strategies to the subject-specific reading presented in class.

O. Utilize metacognitive questions while analyzing subject-specific readings.

P. Create an infographic that will effectively publicize a business.

Q. Demonstrate an understanding of the basics of bookkeeping.

R. Research financing processes and apply math skills to estimate the financing of a business plan.

S. Discuss the legal and ethical issues surrounding the management of employees.

T. Use critical thinking and decision making skills with various business scenarios.

U. Develop and present an elevator pitch to market a business idea.

V. Identify key components of business communication and practice communicating both orally and in writing to a variety of audiences.

**Methods of Assessment**

* Group and independent participation
* Homework assignments
* Quizzes
* Oral presentations
* Projects
* Written assignments

**Course Outline**

Module 1: Course Introduction and Class Expectations

1. Overview of entrepreneurship course & class expectations

2. Key characteristics and skills of entrepreneurs

Module 2: Successful Entrepreneurs

1. Growth mindset & how it relates to entrepreneurship

2. Successful entrepreneurs and overcoming barriers in entrepreneurship

Module 3: Goal Setting for Small Business Owners

1. The concept of SMART goals & the process involved in their development

2. Motivations to start a business

3. Advantages & disadvantages of business ownership

Module 4: Questions to Ask Before Starting a Business

1. Components of business ownership

2. Context clues to understand vocabulary specific to the entrepreneurship field

Module 5: Unique Selling Proposition

1. Skimming & scanning while reading

2. How to create a unique selling proposition

3. Understanding potential client needs

Module 6: Conducting Market Research

1. Elements of Market Research

2. Competitive Analysis Basics

Module 7: Business Plans

1. Components of a business plan

2. Note-taking methods

Module 8: Business Structures

1. Paraphrase and Summary Skills

2. Types of business structures

3. Advantages & disadvantage of each type

Module 9: Naming a Company

1. Close reading (annotations)

2. Process involved in naming a company

3. Legal considerations when naming a company

Module 10: Marketing Your Business

1. Online reading strategies

2. The 5 Ps of marketing

3. Creating a marketing plan for your business

Module 11: Publicity

1. Metacognitive questions

2. Forms of publicity

3. Importance of creating a publicity plan

Module 12: Business Bookkeeping Basics

1. Components of bookkeeping

2. Creating a mock bookkeeping journal

3. Communicating with infographics

Module 13: Financing Sources

1. Difference between debt and equity financing

2. Estimating financing for a business plan

Module 14: Human Resources Management

1. Critical Thinking & Decision Making

2. Aspects of HR management

3. Employee management strategies

Module 15: The Elevator Pitch

1. Critical thinking for entrepreneurship

2. Elements of an Elevator Pitch

Module 16: Personal Elevator Pitch (Culminating Project)

1. Development of an elevator pitch

2. Providing feedback to peers

3. Business communication skills