

Course Outline

School Name:	KEEWAYTINOOK INTERNET HIGH SCHOOL
Department Name:	Business Studies
Ministry of Education Course Title:	Entrepreneurship: The Venture
Grade Level:	11
Ministry Course Code:	BDI3C

Teacher's Name: Lorne Goring

Developed by: Angela Batsford-Mermans, Lorne Goring Date: September 2015

Revision Date: September 2017

Developed from:

Ontario Ministry of Education. (2006). *The Ontario curriculum, grades 11 and 12, Business studies*. Toronto ON: Queen's Printer for Ontario.

Chrona, J.L. (2011). *Entrepreneurship 11: teacher's resource*. Montreal, QC: Martin Aboriginal Education Initiative and Nelson Education Ltd.

Text: None

Prerequisite: None

Credits: One

Length: 110 hours

Principal's Name: Kevin Dempsey

Principal's Approval (signature)



Approval Date: September 11, 2017

Course Description/Rationale

This course focuses on ways in which entrepreneurs recognize opportunities, generate ideas, and organize resources to plan successful ventures that enable them to achieve their goals.

During the course, students will create business plans for their own ventures. Through hands-on experiences, they will have opportunities to develop the values, characteristics, and skills often associated with successful entrepreneurs.

Students will gain an introduction to business that will help them prepare for the working world regardless of their choice of career. The course is also designed to improve their proficiency in business mathematics, English, accounting, marketing, and information and communications technology, while supporting the acquisition of leadership skills.

The goal of this course, along with BDV4C, is to help Aboriginal youth develop the attitudes and skills necessary to achieve success in secondary school, in the workplace, during post-secondary education or training, and in daily life. These two courses invite students to develop entrepreneurial opportunities that can lead to business ownership.

Overall Curriculum Expectations

Enterprising People and Entrepreneurs

- Analyse the characteristics and contributions of enterprising people;
- Compare the characteristics and contribution of various entrepreneurs;
- Assess their own entrepreneurial and enterprising potential.

Ideas and Opportunities for New Ventures

- Explain the importance of invention and innovation to venture creation;
- Analyse various methods of generating ideas and identifying opportunities to satisfy needs and wants;
- Generate realistic new ideas and identify possible opportunities for a school-based or student-run business;
- Conduct primary and secondary marketing research to evaluate the idea or opportunity for their proposed venture.

The Benefits of a Venture Plan

- Assess the importance of having a venture plan;
- Analyse the structure and content of a venture plan;
- Explain how to evaluate and revise a venture plan.

Developing and Completing a Venture Plan for the Proposed Business

- Analyse the resources required to run their chosen venture;
- Complete the components of an effective production plan for their chosen venture;
- Complete the components of an effective marketing plan for their chosen venture;
- Complete the components of an effective financial plan for their chosen venture;
- Produce, using appropriate software, a venture plan for their chosen venture.

Course Content

Unit	Length
1. Entrepreneurship and Entrepreneurs	27.5 hours
2. Ideas and Opportunities for New Ventures	27.5 hours
3. The Business Plan: Resources and Production	27.5 hours
4. The Business Plan: Money and Marketing	27.5 hours
Total	110 hours

Unit Descriptions

Unit 1 – Entrepreneurship and Entrepreneurs

In this unit, students will learn about entrepreneurs and their businesses. They will begin to consider ideas for the course venture.

Unit 2 – Ideas and Opportunities for New Ventures

Students will develop a shortlist of ideas for their course venture. They will use market research and business evaluation tools to predict the success of different ideas they have been considering.

Unit 3 – The Business Plan: Resources and Production

In this unit, students choose a course venture. They will then complete the sections of the business plan related to resources and production for their chosen venture.

Unit 4 – The Business Plan: Money and Marketing

Students will complete the rest of the business plan. To end the course, they will develop a professional multimedia presentation of their business plan.

Teaching/Learning Strategies

This course is organized into an eight-week series of lessons and activities that will be presented to students in remote northern communities via the internet. The eighth week will be used for course consolidation, review and the culminating activity. Teacher and students will communicate over the internet, while mentors in the classrooms will assume the role of liaison between the teacher and student.

A variety of strategies will be used in the online delivery of this course. Some instructional strategies include:

- Reading comprehension strategies (pre-questioning, predicting, reading aloud, chunking text, self-questioning, interacting with the text, visualizing, reflecting, modelling)
- Creating graphic organizers (Venn Diagram, Tree Diagram, Medicine Wheel, T-Chart, Mind Map, Flow Chart, K-W-L Chart)
- Vocabulary development strategies (pre-teaching of key words)
- Cooperative learning

Learning goals will be discussed at the beginning of each assignment and success criteria will be provided to students. The success criteria are used to develop the assessment tools in this course, including rubrics and checklists.

Evaluation

The final grade will be determined as follows (Ontario Ministry of Education, 2010):

- Seventy per cent of the grade will be based on evaluation conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement.
- Thirty per cent of the grade will be based on a final evaluation administered at or towards the end of the course. This evaluation will be based on evidence from one or a combination of the following: an examination, a performance, an essay, and/or another method of evaluation suitable to the course content. The final evaluation allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course (p. 47).

Ontario Ministry of Education. (2010). *Growing success: Assessment, evaluation and reporting in Ontario schools*. Toronto ON: Queen's Printer for Ontario.

Type of Assessment	Category	Details	Weighting (%)
Term Work (70%)	Knowledge/Understanding	Explain the importance of invention and innovation to venture creation. Explain how to evaluate and revise a venture plan.	13
	Thinking	Analyse various methods of generating ideas and identifying opportunities to satisfy needs and wants. Analyze the structure and content of a venture plan.	19
	Communication	Produce, using appropriate software, a venture plan for their chosen venture.	19
	Application	Assess their own entrepreneurial and enterprising potential. Complete the components of an effective financial plan for their chosen venture.	19
Final Evaluation (30%)	Culminating Activity (30%)	Knowledge/Understanding	3
		Thinking	4
		Communication	4
		Application	4
		Knowledge/Understanding	3
		Thinking	4
		Communication	4
		Application	4
		TOTAL	100

Assessment/Evaluation Strategies

A variety of assessment and evaluation methods, strategies and tools are required as appropriate to the expectation being assessed. These include diagnostic, formative and summative within the course and within each unit.

Assessment *for* learning and assessment *as* learning is obtained through a variety of means, including the following:

- Ongoing descriptive feedback, including descriptive feedback on students' plans for their venture;
- Self-assessment;
- Peer assessment;
- Conversations with student on a regular basis to verbalize observations, ask questions, and clarify understanding. These conversations include conversations with course instructors, classroom mentor, and business mentor.

Evidence of student achievement (assessment *of* learning) is collected from various sources, including the following:

- Ongoing observations of most consistent work, with consideration given to most recent work;
- Conversations with students about their business plan;
- Culminating activity (business plan).

Resources

Chrona, J.L. (2011). *Entrepreneurship 11: teacher's resource*. Montreal, QC: Martin Aboriginal Education Initiative and Nelson Education Ltd.

Ontario Ministry of Education. (2006). *The Ontario curriculum, grades 11 and 12, Business studies*. Toronto ON: Queen's Printer for Ontario.

Ontario Ministry of Education. (2016). *Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements*. Retrieved from <http://edu.gov.on.ca/eng/document/policy/os/index.html>

Program Planning

This course is offered to Indigenous students living in isolated northern Ontario communities which do not have access to regular high school facilities, equipment or teachers associated with secondary education. This course uses the internet for instruction, demonstration and research. It utilizes a student-centered semi-virtual classroom which capitalizes on the strengths of internet program delivery to minimize the disadvantages of geographic remoteness.

Students are presented with 1320 minutes of instruction/activity via the internet over the period of one week. All lessons, assignments, questions and course material is presented in this manner, with approved print materials available as a student resource in each classroom. The student and instructor communicate via the internet, while a classroom mentor (a fully qualified teacher) assists students in completing tasks in a timely manner and provides tutoring as required. Students may also receive support from various programs at KiHS, including the First Nation Student Success Program and the Special Education Program.

Indigenous and local content is used throughout the course to meet students' learning needs. Considerations are made to the learning preferences of the student population and lessons can be adjusted for individual students as required.