

## Course Outline

School Name:	KEEWAYTINOOK INTERNET HIGH SCHOOL
Department Name:	Business
Ministry of Education Course Title:	Entrepreneurship: Venture Planning in an Electronic Age
Grade Level:	12
Ministry Course Code:	BDV4C

Teacher's Name: Lorne Goring

Developed by: Angela Batsford-Mermans, Lorne Goring

Date: September 2015

Revision Date: March 2020

Developed from:  
The Ontario Curriculum, Grade 11 and 12, Business Studies, 2006

Text: None

Prerequisite: None

Credits: One

Length: 110 hours

Principal's Name: Angela Batsford-Mermans

Principal's Approval:



Approval Date: March 18, 2020

# ***Course Description/Rationale***

This course provides students with the opportunity to develop and apply entrepreneurial skills through the creation of a venture plan that capitalizes on the potential of e-commerce. Students will research and identify an opportunity for a venture. They will then complete the components of a venture plan that includes a website

## ***Overall Curriculum Expectations***

### **E-Commerce and Venture Planning**

- analyze the challenges and opportunities of doing business on the Internet;
- evaluate the impact of e-commerce on small business;
- evaluate elements of website design for a small business.

### **Preparing for Start-up**

- analyze the key components of a venture plan;
- organize the information and sources of information needed for the successful start-up of their venture;
- determine the human and physical resources needed for their venture;
- determine effective ways to manage their venture;
- determine the legal requirements of their venture;
- determine the financial requirements and sources of financing for their venture.

### **Targeting Customers**

- analyze the size and composition of the potential market for their venture;
- develop effective promotional strategies for their venture.

### **Developing a Venture Plan**

- produce, using appropriate computer software, the elements of a venture plan, including a production plan, marketing plan, human resources plan, management plan, and financial plan that are most appropriate for their proposed venture;
- design a website as part of their venture plan;
- assess and finalize the venture plan, including the website, and use it to assess the viability of their venture.

# Course Content

Unit	Length
1. Entrepreneurship and Entrepreneurs	27 hours
2. Ideas and Opportunities for New Ventures	26 hours
3. The Business Plan: Resources and Production	27 hours
4. The Business Plan: Money and Marketing	30 hours
<b>Total</b>	110 hours

## Unit Descriptions

### Unit 1 – Entrepreneurship and Entrepreneurs

This unit welcomes back students who have completed the Grade 11 Entrepreneurship course and welcomes Grade 12 students who are new to the program. It begins with a review of some of the concepts covered in Grade 11, presented in the context of e-commerce. Students will explore reasons that people choose to do business online, and some of the challenges they face. Students will also begin thinking about the venture they plan to develop. By the end of Unit 2, students will need to choose a venture so they can begin writing a business plan in Unit 3.

### Unit 2 – Ideas and Opportunities for New Ventures

Near the end of Unit 1, students chose venture ideas to develop for the course. In this unit, they will explore and evaluate their venture ideas from different perspectives. As they do this, some students may think of ways to improve their ideas to give them a better chance for success. Other students may realize that their ideas are unlikely to work. They might choose a different venture ideas. This unit allows time for these changes to take place.

The main goal of Unit 2 is to help students develop a viable venture ideas so they can begin writing their business plans in Unit 3.

### Unit 3 – The Business Plan: Resources and Production

In this unit, students will begin writing their business plans for the course venture. IF some have not yet chosen a venture, they will need to do so by the end of Lesson 3.1.

Students who intend to adapt business plans they wrote for the Grade 11 course will need to review each section and update it to incorporate new information related to e-commerce.

Online templates for writing business plans are introduced in Lesson 3.1. These can be used throughout the remainder of the unit. An alternative is for students to create their own business plans using word processing software.

### Unit 4 – The Business Plan: Money and Marketing

In this unit, students will continue to work on their business plans for the course venture. If students are revising plans they began in Grade 11 Entrepreneurship, this unit will give them an opportunity to add a website plan and make revisions as appropriate.

A key element in this unit is the construction of the website for the venture. Students will only need to make these websites available to the teacher, to other students in the class, and to people at the trade show at the end of the course, unless they want to launch their ventures on the Internet.

# ***Teaching/Learning Strategies***

The order of units and activities given in the course profile will be followed because of the sequential nature of the learning.

The 110 of instruction is organized into four units of 41 lessons that will be presented to students in remote northern communities via the internet. 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. Teaching/learning strategies will include, but not be limited to the following:

- Case study
- Reflecting
- Independent study
- Mentoring
- Reading
- Online inquiry
- Hands-on activities
- Cooperative learning
- Brainstorming
- Modeling
- Interviews
- Computer-assisted instruction

# 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 (%)
Formative (70%)	Knowledge/Understanding	Organize the information and sources of information needed for the successful start-up of venture Determine the legal requirements for venture	13
	Thinking	Calculate the price of their product or service Research the market for product or service	19
	Communication	Communicate their venture through the trade show presentation Create an advertisement for trade show	19
	Application	Create business plan for venture idea	19
Summative (30%)	Business Plan Portfolio (20%)	Knowledge/Understanding	3
		Thinking	4
		Communication	4
		Application	4
	Business Plan Presentation (10%)	Knowledge/Understanding	3
		Thinking	4
		Communication	4
		Application	4
	<b>TOTAL</b>		<b>100</b>

# 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 (e.g., feedback from course instructor, course mentor, and business mentor);
- Self-assessment;
- Peer assessment (e.g., peer feedback on venture ideas);
- Mentor observations;
- Conversations with student on a regular basis to verbalize observations, ask questions, and clarify understanding.

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 (e.g., evidence of meeting expectations for food safety during set-up for class celebration);
- Conversations with students (e.g., discussion about business plan);
- Culminating activity (Business Plan and Presentation);
- Exam.

Assessment strategies vary across activities, and are included in the Teacher's Resource for each activity.

## Resources

Chrona, J.L. (2011). *Entrepreneurship 12: Teacher resource*. Toronto, ON: Nelson Education Ltd.

Chrona, J.L. (2011). *Entrepreneurship 12*. Toronto, ON: Nelson Education Ltd.

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

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

## 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.