

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 and Lorne Goring Date: Sept. 2015

Revision Date: September 2021

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: Angela Batsford-Mermans

Principal's Approval:



Approval Date: September 20, 2021

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. Students will create a venture plan for a school-based or student-run business. Through hands-on experiences, students will have opportunities to develop the values, traits, and skills most often associated with successful entrepreneurs.

Overall Curriculum Expectations

Enterprising People and Entrepreneurs

- Analyse the characteristics and contributions of enterprising people
- Compare the characteristics and contributions 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 learn about characteristics that make entrepreneurs successful by looking at successful entrepreneurs in their home community. 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. They will research the needs and wants in their school and in their community when they consider possible ventures.

Unit 3 – The Business Plan: Resources and Production

In this unit, students choose a course venture. They will speak with local entrepreneurs to learn about their experience, challenges and successes. 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. While developing their plan, students will need to consider local population needs, local opportunities for networking and marketing, as well as effective communication with community members and other local businesses. To end the course, students 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 are presented to students in remote northern communities via the internet. The eighth week is used for course consolidation, review, and the final examination. Teacher and students communicate over the internet through timely activity feedback, emails, messages, video and audio calls. Mentors in the classrooms assume the role of liaison between the teacher and student while also supporting a holistic approach to motivate, engage and support each individual student.

A variety of strategies are 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 are discussed at the beginning of each assignment and success criteria is 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 percent 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 percent 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 (%)
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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	6
		Thinking	8
		Communication	8
		Application	8
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 students on a regular basis to verbalize observations, ask questions, and clarify understanding. These conversations include conversations with course instructors, classroom mentor, and local community 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).
- Exam.

The Ministry of Education's 2010 document, *Growing Success*, outlines the seven fundamental principles that guide best practice in the assessment and evaluation of students. KiHS teachers use practices that:

- are fair, transparent, and equitable for all students;
- support all students, including those with special education needs, those who are learning the language of instruction (English or French), and those who are First Nation, Métis, or Inuit;

- are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students;
- are communicated clearly to students and parents at the beginning of the course and at other points throughout the school year or course;
- are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
- provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;
- develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning (p.6).

Resources

Chrona, J.L. (2011). *Entrepreneurship11: Teacher's resource*. Montreal, QC: Martin Aboriginal Education Initiative and Nelson Education Ltd.

Keewaytinook Okimakanak. (2015, August 27). *NWCRSL* [Video]. YouTube.
<https://www.youtube.com/watch?v=ryUaN-iqq0U&feature=youtu.be>

Ontario Ministry of Education. (n.d.). *Indigenous education strategy*.
<http://www.edu.gov.on.ca/eng/aboriginal/>

Ontario Ministry of Education. (2006). *The Ontario curriculum, grades 11 and 12: Business studies*. Toronto ON: Queen's Printer for Ontario.
<http://www.edu.gov.on.ca/eng/curriculum/secondary/ssciences.html>

Ontario Ministry of Education. (2010). *Growing success: Assessment, evaluation and reporting in Ontario schools*. Toronto ON: Queen's Printer for Ontario.
<http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf>

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

teacherupload. (2016, March 31). *Scotiabank videoV3* [Video]. YouTube.
<https://www.youtube.com/watch?v=PzH3q16exWU>

Toulouse, P.R. (2016). *What matters in Indigenous Education: Implementing a vision committed to holism, diversity and engagement*. <https://peopleforeducation.ca/wp-content/uploads/2017/07/MWM-What-Matters-in-Indigenous-Education.pdf>

Program Planning

This course is offered to Indigenous students living in isolated, northern Ontario communities. It is offered by qualified teachers in a blended classroom with a balance of academic, wellness, land-based learning, local language and culture to support the success of the whole student. 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 support as required.

Indigenous and local content is used throughout the course to meet students' learning needs. Opportunities for outdoor activities and land-based learning are also incorporated and students are encouraged to use local knowledge in their products. Considerations are made to the learning preferences of the student population and lessons can be adjusted for individual students as required. Opportunities have been provided for students to apply ideas and concepts encountered in this course to their lives as an individual and as a member of a First Nations community. Teachers consult the Ontario Ministry of Education policies, guidelines and important initiatives when planning a comprehensive program in this area.