

## 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 and Lorne Goring Date: September 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.

Text: None

Prerequisite: None

Credits: One

Length: 110 hours

Principal's Name: Angela Batsford-Mermans

Principal's Approval:



Approval Date: September 21, 2021

## **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**

- Analyse 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.

### **The Venture Concept**

- Analyse the challenges and opportunities of the start-up phase of a business life cycle;
- Identify and evaluate entrepreneurial opportunities in their community in order to select on well suited to their interests and capabilities;
- Generate ideas that match their selected entrepreneurial opportunity and assess the idea that is most appropriate for a new venture;
- Analyse the factors that would influence the form and type of their venture.

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

- Analyse 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**

- Analyse 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**

<b>Unit</b>	<b>Length</b>
<b>1. E-Commerce and Venture Planning</b>	24 hours
<b>2. The Venture Concept</b>	16 hours
<b>3. Preparing for Start-Up</b>	19 hours
<b>4. Developing the Business Plan</b>	30 hours
<b>5. Promoting the Venture</b>	21 hours
<b>Total</b>	110 hours

## **Unit Descriptions**

### **Unit 1 – E-Commerce and Venture Planning**

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. Specifically students will:

- explore benefits and challenges of doing business on the Internet (ex. one of the challenges of life in a Northern community is inconsistent internet strength and access);
- find out how Indigenous businesses help Canada's economy;
- identify venture ideas that could meet needs and wants in their community;
- learn what makes an e-commerce website work well.

Indigenous businesses are examined through case study. Businesses that service partner communities have been highlighted.

### **Unit 2 – The Venture Concept**

In this unit, students 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 idea. This unit allows time for these changes to take place. The main goal of Unit 2 is to help students develop a viable venture idea so they can begin writing their business plans in Unit 3. Specifically, students will:

- describe the stages in the business life cycle;
- evaluate their venture idea to find out what risks it might face and how they can help the venture succeed;
- use creative thinking to find ways to plan a competitive advantage for their venture;
- compare types of business ownership and decide how their venture will be owned.

Students identify opportunities and risks unique to establishing a venture in remote communities where access to resources is limited.

### **Unit 3 – Preparing for Start-Up**

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 the first lesson in the unit. 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. Specifically, students will:

- compare sample business plans and begin writing their business plan;
- use networking to connect with people who can help them plan their venture (students are encouraged to look for local, community supports in this area);
- write a mission statement and set goals for their venture;
- learn about laws and rules that apply to their venture (students must consider their Band rules and regulations as well as provincial and national laws as appropriate).

### **Unit 4 – Developing the Business Plan**

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. Specifically, students will:

- figure out what resources they need for their venture and where they can get them (thinking locally as well as regionally);
- plan how their venture will work;
- develop a website for their venture (thinking about how people in their community access the internet, is a phone version of a website more appropriate?); Aboriginal website designer, Greg Pierre is highlighted as a resource for helping business owners create a website.

- learn about financial record keeping and make financial predictions for their venture (keeping in mind what they know about their community).

### **Unit 5 - Promoting the Venture**

In this unit, students will conduct and analyse market research. They will also complete their business plans. At the end of the unit, students will present their business plan and website ideas. Specifically, students will:

- conduct market research to find out about their customers and their competition;
- make decisions about how to advertise and sell their product or service
- present their venture idea at a trade show and use feedback from guests to revise their business plan.

## ***Teaching/Learning Strategies***

This course is organized into an eight-week series of sequential lessons, units 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:

- Independent study and research
- Mentoring
- Use of case studies
- Online inquiry
- Pre-teaching of key vocabulary
- Modelling
- Cooperative learning
- Group discussion
- Hands-on activities
- Brainstorming

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 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 benefits and challenges of doing business online Explore Indigenous businesses in Canada	13
	Thinking	Comparison tables Financial calculations Critically analyse ventures and business plans Analyse various record keeping plans and make predictions for ventures	19
	Communication	Presentations of venture plan at different stages Use of various software to generate reports	19
	Application	Analyse various venture plans Develop a website for their business venture	19
Final Evaluation (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
- Self-assessment
- Peer assessment
- 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
- Conversations with students
- Summative unit activities
- Culminating activity (Business Plan Portfolio and Presentation);

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). *Entrepreneurship 12*. Toronto, ON: Nelson Education Ltd.

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

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/business1112currb.pdf>

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. (2014). *Achieving excellence: A renewed vision for education in Ontario*. Toronto ON: Queen's Printer for Ontario.

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>

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.