

*Public District School Board Writing Partnership*

# Course Profile

## **Introduction to Entrepreneurial Studies**

Grade 11  
College Preparation  
BDI3C

• *for teachers by teachers*

This sample course of study was prepared for teachers to use in meeting local classroom needs, as appropriate. This is not a mandated approach to the teaching of the course. It may be used in its entirety, in part, or adapted.

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## Course Overview

# Introduction to Entrepreneurial Studies, Grade 11, College Preparation, BDI3C

## Course Description

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 personal goals by satisfying the needs of others. Students learn about values, traits, and skills most often associated with successful entrepreneurial activity.

## Course Notes

“College preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for college programs.” “Teaching and learning strategies will emphasize concrete applications of the theoretical material covered in the courses, and will also emphasize the development of critical-thinking and problem-solving skills. All college preparation courses will be based on rigorous provincial curriculum expectations and will emphasize the development of both independent research skills and independent learning skills. Courses will also require students to demonstrate that they have developed these skills” *Ontario Secondary Schools, Grades 9 to 12, Program And Diploma Requirements, 1999, p. 17.*

Introduction to Entrepreneurial Studies is the prerequisite for Entrepreneurial Studies: Venture Planning in Grade 12. Many of the strategies use self-assessment tools and help to develop entrepreneurial skills. Small and large group activities are suggested to develop students’ interpersonal skills and encourage teamwork.

Teachers should focus on Canadian examples of successful entrepreneurs, inventors, innovators, and their contributions to Canadian business and economy. Using business owners from the local community as examples enhances discussion of entrepreneur’s contributions to the economy.

Students, as they move through the units, are taught a variety of business skills and how to use them effectively. These skills are used in the development and completion of a venture plan as the culminating activity. The activity could be designed to fulfill a need in the local community. The project is completed in stages. This course has a strong emphasis on reflective assessment, group learning, and application of knowledge and skills because of the ongoing nature of the culminating activity. A formal final exam may not be necessary.

Teachers identify and gain the participation of local businesses, wherever possible. Teachers are encouraged to develop an in-class display of community businesses and to highlight existing partnerships. Also, teachers might access a variety of community business links that reflect the diversity of the local school community and complement course content.

Students are required to work collaboratively throughout the course; therefore, addressing conflict management is important to student success. The teacher should address this issue at the beginning, emphasizing that not all conflicts can be resolved, but that people can always choose how to handle them. Steps to conflict resolution are: define the conflict; state the problem; check your perceptions; generate and evaluate a list of possible decisions/alternatives; reach a mutually acceptable decision; implement and evaluate the decision; if the decision is satisfactory, students continue their work; if the decision is unsatisfactory, students repeat the process. Different cultures perceive conflict differently – what constitutes conflict and how to resolve problems may vary from culture to culture.

These issues have a direct bearing on what and how the teacher assesses in the process area. Self-, peer, group, and teacher assessment forms also help deflect conflict and solve problems.

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Throughout the course, teachers should refer to and make use of the school's Guidance and Career Education Program Plan (*Choices Into Action*). Students utilize career-access software (e.g., Career Cruising and Career Explorer, listed in Career Resources) to explore job descriptions, working conditions, earnings, education, and career paths for jobs in Information Technology. Students should be aware of the dynamic nature of the cooperative learning experience and business career paths available to them.

Periodic access to computer technology, including standard office productivity tools such as word processors, spreadsheets, databases, e-mail, and the Internet, is a requirement of this course. Student learning benefits from such access by allowing them to perform authentic business tasks on computers, such as generating professional reports, managing data, creating presentations, communicating over the Internet, and doing market research. Ideally, teachers should be able to access a computer lab during class time. If whole-class computer access is not possible on a planned basis, teachers should ensure that the Library/Resource Centre or other Internet access points are available after or before class.

Workplace safety is a very important topic. The course should stress to students that a successful entrepreneur creates and manages a safe business venture. Students should discuss business ethics and examine the ethical costs involved in creating and running a venture (e.g., profit versus worker, public or environmental safety). Topics of discussion include the environment, workplace safety, and the importance of employment laws and workers' rights. Special emphasis should be placed on part-time and summer jobs, as many of the students are either employed or looking for employment. An enthusiastic student employee can also be a safe and informed one. A safety resource produced by The Ontario Ministry of Labour is found in the overview Resources section.

The profile directs students towards completing a major culminating activity, The Venture Plan project. This project brings together and builds on the skills learned in the first four units. Each of the first four units has activities that help students design, build, and complete their venture project. Explanation of how the venture project can be incorporated into the course as an ongoing task is done in Unit 5. Time allotment for Unit 5 is greater than the other units because of the importance of The Venture Plan project to the course overall.

Introduction to Entrepreneurial Studies allows students to learn by doing. This course has experiential learning activities throughout and concludes with a major culminating activity; therefore a traditional final examination may be inappropriate for the emphases and design of the course.

This profile represents only one of the many possible ways in which teachers can approach curriculum implementation. Teachers are encouraged to use the information presented and to develop activities that respond to individual student and local needs.

### **Units: Titles and Times**

* Unit 1	Enterprising People and Entrepreneurs	20 hours
Unit 2	Ideas and Opportunities	20 hours
Unit 3	Organizing Resources	20 hours
Unit 4	Financial Plan	20 hours
Unit 5	Venture Plan	30 hours

\* This unit is fully developed in this Course Profile.

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## Unit Overviews

### Unit 1: Enterprising People and Entrepreneurs

**Time:** 20 hours

#### Unit Description

This unit focuses on the characteristics and skills of successful business people. Students investigate both intrapreneurial and entrepreneurial opportunities in business today. They look at how enterprising people become successful within the organizations that employ them. Students also look at examples of entrepreneurs and examine what helped them and their venture become successful. Students investigate entrepreneurs in both their local and surrounding communities and evaluate their contribution to the economy. Students begin to assess their own entrepreneurial skills by creating and developing a portfolio.

In the first activity, students learn about the skills and characteristics of both enterprising people and entrepreneurs. Examples of both types of business people can be taken from text, *World of Business* video series, *The Spirit of Adventure* videos, and current newspaper articles. Sub-activities for students include summarizing cases and finding “golden nuggets” in the cases (key pieces of advice or learning) and cataloguing similarities between different business people presented in the classes. By the end of the activity students are able to list common skills and characteristics of successful business role models and are able to differentiate between an enterprising person and an entrepreneur.

In Activity 2, students look for business role models in their community. (Encourage cultural diversity.) In groups, students find examples of both enterprising people and entrepreneurs who contribute to the local economy. Students interview both types of business people and then present their findings in a report. Students prepare sets of questions that are appropriate for each type of businessperson. Students then select subjects who match the characteristics of enterprising people and entrepreneurs learned in Activity 1. Students arrange and conduct their interviews outside of class time. Interviews should look at education, work ethic, and motivation. Returning to class, students look at the similarities and differences when preparing their reports.

How entrepreneurs take advantage of market trends and, in some cases, creates them is the focus of Activity 3. Students look at important products or services introduced to the consumer market by entrepreneurs. Products could reflect cultural diversity. By investigating products, services, and the people who created them, students see how the entrepreneur adapts to or shapes consumer trends. This activity could take the form of a presentation in front of the class. Students select a well-known product and find out who invented it, how it was thought of, when it was created, what consumer need or want it satisfies, and any other relevant questions. Students, after completing this activity, look to their own community (school, neighbourhood, clubs) for services or products that could be invented to satisfy needs of those consumers, using the cases they just researched as successful models.

In the final activity, students begin to build their course portfolio. Students use self-assessment tests and reflection exercises to build a bank of information. Tests could include skill inventories, Gardner’s multiple intelligences, and leadership assessments. These exercises lead to students creating a résumé. The résumé highlights students’ accomplishments, awards, and employment experience, as well as their skills and aptitudes. Students work in groups, pretending they are consulting firms bidding against other groups/firms for a very important contract. Students work in groups to build a team résumé that displays the collective skills and accomplishments of the group. The résumés are then presented to the class as a sales presentation. Groups can decide on the method and style of the presentation (formal, informal, whole group, single presenter). After the presentations, the class decides, based on clearly defined criteria, which group won the “contract” based on both the collective skills of the competing team and the effectiveness of the presentation.

Unit 5: The Venture Plan can be taught as an independent unit or integrated throughout the profile. The first activity in Unit 5 deals with the importance of the venture plan. This should be taught after the first unit to explain the reasons why venture plans are important. This would be a great opportunity to have a guest speaker of a business that has been unsuccessful (if one is willing to talk to students) or a case study of a business that failed to plan. The next topic deals with the major components of the plan. Students are given an outline of the areas of the plan and a detailed description, complete with resources, of what their venture plan is to look like. The assessment rubric for the culminating activity should also be provided.

Unit 1 is fully developed in this profile. The expectations appear in full in the developed unit.

**Strand(s):** Enterprising People and Entrepreneurs

**Overall Expectations:** EPV.01, EPV.02, EPV.03, EPV.04.

**Unit 1 Overview Chart**

Activity	Time	Specific Expectations	Assessment	Focus
1.1	6 hours	EP1.01, EP1.02, EP1.04, EP2.01, EP2.02, EP2.03, EP3.02	Knowledge/Understanding Thinking/Inquiry Communication Application	Types and Characteristics of Successful Business People
1.2	5 hours	EP1.03, EP3.03	Knowledge/Understanding Thinking/Inquiry Communication Application	Business in the Community
1.3	4 hours	EP3.01, EP3.04,	Knowledge/Understanding Thinking/Inquiry Communication Application	The Pioneering Spirit
4	5 hours	EP1.05, EP2.04, EP4.01, EP4.02, EP4.03, EP4.04	Knowledge/Understanding Thinking/Inquiry Communication Application	Skills and Portfolio Building

**Venture Plan Integration**

See Unit 5, Activity 1

**Unit 2: Ideas and Opportunities**

**Time:** 20 hours

**Unit Description**

This unit examines the inventing and innovation processes and their impact on Canadians. Students hone their creativity skills by recognizing opportunities and ideas for entrepreneurial ventures. Students select an idea for a venture plan and perform market research to determine its viability.

In Activity 1 students, in groups, create a product, using odds and ends provided by the teacher (straws, paperclips, string, coloured paper, stars, fasteners, paper plates, popsicle sticks, paint, glue, scissors, etc.). Each group is given a sum of play money and the ‘materials’ are divided up amongst all the groups.

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Each group determines a price for their product and the cost of materials (product or service) and sells their wares to the other groups. There is a time limit of two classes to complete the product. The groups must keep track of the money they spent on creating their product and then write a report about what it is they created, where the idea came from, how they did it, what it will be used for, price they will charge (determined from amount of money spent to create product), and the potential target market. The product and final report are presented to the class for discussion similar to an 'invention convention' or trade show.

Activity 2 is a brainstorming exercise using as an example a product like a 2' x 4' rug. Brainstorming is done to determine innovative ideas that could stem from changing this item (questions to ask: 'what if' we... make it bigger, smaller, indoor, outdoor, change colour, add texture, make smooth, make it round, change design, waterproof it, make it lighter, heavier, longer, add stuff to it, take things away, get it to float, make it pretty, make it ugly, make a girl's version, make a boy's version, make it a collector's item, make it fly, etc.). Each group then does the same brainstorming exercise for their product from Activity 1. They may swap products to help with the innovation process. Students may read about famous innovations, such as plastic, velcro, the wheel, and the light bulb. Groups orally present their findings to the class.

Generating ideas is Activity 3. Self-evaluation by students of aptitudes, interests, hobbies, skills, likes, and dislikes is a good start for generating venture ideas. Making a list of problems they've encountered that need fixing or things that annoy them that could be rectified are also ways of generating ideas. The list generated is then evaluated as to the advantage or disadvantage of each idea as a potential business opportunity.

In Activity 4, students look through newspapers and magazines and talk to neighbours to determine needs in the community for opportunities and ideas. The resulting ideas are then analysed using Edward de Bono's six-thinking-hats method of creative and rational thinking.

Activity 5 is a marketing survey to determine the demographics of the school population or community where the product/service is to be distributed. The survey is created, conducted, and input into a database. The results are analysed. Conclusions are drawn and then reported on.

The following units are not fully developed. Expectations are included in the unit chart so that the teacher can quickly recognize what must be addressed as they read the unit description.

**Strand(s):** Ideas and Opportunities

**Overall Expectations**

- IOV.01 - explain the importance of invention and innovation to venture creation;
- IOV.02 - analyse various methods of generating opportunities and ideas for new ventures;
- IOV.03 - generate realistic new ideas and identify possible opportunities for new ventures;
- IOV.04 - explain the process of market research;
- IOV.05 - identify a specific opportunity that can become the basis for a venture plan.

**Unit 2 Overview Chart**

<b>Act.</b>	<b>Time</b>	<b>Specific Expectations</b>	<b>Assessment</b>	<b>Focus</b>
2.1	4 hours	IO1.01; IO1.02; IO1.03 - describe the needs and wants that Canadian inventions and innovations have satisfied; IO1.04 - summarize the impact that specific Canadian inventions and innovations have had on people’s lives; IO1.05 - explain the relationship between innovation and technology; IO1.06 - describe how entrepreneurs have used innovations and/or inventions to start new ventures; EP3.03 - describe the impact that local entrepreneurs have had on their community; EP3.04 - determine how entrepreneurs have been agents of change.	K/U; C; A	Invention and Innovation
2.2	3 hours	IO3.01 - identify unsatisfied consumer needs and wants by applying a problem-solving model; IO3.02 - apply creative thinking strategies to determine possible solutions to an identified consumer problem; IO3.03 - select the best idea for a new product or service by applying a decision-making model.	A; C; T/I	Generating Ideas
2.3	4 hours	IO2.01 - distinguish between an idea and an opportunity; IO2.02 - explain how new ventures have been developed in response to consumer needs or wants; IO2.03 - describe new goods and services that have been developed by improving upon existing goods and services; IO2.04 - describe how similar needs and wants have been satisfied in different ways; IO2.05 - identify, from a variety of sources, possible ideas for new ventures; IO2.06 - analyse current economic and social trends in order to find ideas for new ventures.	K/U; T/I; A; C	Sources of Opportunities and Ideas
2.4	4 hours	IO4.01 - explain how to determine whether the demand for a good or service exists; IO4.02 - describe the characteristics of potential target markets; IO4.03 - evaluate the potential competition for the product or service; IO4.04 - describe various methods of reaching potential target markets.	K/U; T/I	Market Research

2.5	5 hours	IO5.01 - identify potential opportunities for a new venture; IO5.02 - evaluate new-venture opportunities to determine their viability; IO5.03 - evaluate new-venture opportunities in terms of the students' personal skills and interests; IO5.04 - choose a specific opportunity as a basis for a new venture; EP4.01 - assess themselves to identify the entrepreneurial characteristics they possess; IO2.02 - explain how new ventures have been developed in response to consumer needs or wants; IO2.06 - analyse current economic and social trends in order to find ideas for new ventures.	K/U; T/I; C; A	Choosing an Opportunity
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### Venture Plan Integration

Students prepare their Venture Plan. The profile has thirty hours allotted to creating the Venture Plan, the Marketing Plan for the venture, and the Financial Plan for the venture. See Unit 5.

### Unit 3: Organizing Resources

**Time:** 20 hours

#### Unit Description

Students analyse and organize resources that could be required to create a new venture. Through applications, students develop an understanding of the components of an effective production plan, the process involved in developing and delivering a new product, employee roles in a venture, start-up costs, and financial risk. Students compare ways to distribute a new venture, methods of advertising and promoting a venture, and product/service pricing in order to produce an effective marketing plan.

In the first activity, students choose to research a sole proprietorship, franchise, or organization in the community. Students interview people in these types of businesses and report their findings to the class. The report should focus on the different resources a small business needs to function. Areas to examine in the report are recruitment and hiring of staff, obtaining financial support, and acquiring materials and supplies. The written report can be presented to the class and then added to the student's portfolio.

Activity 2 involves putting together a production plan. A product or service is chosen or the product created in Unit 2, Activity 1 may be used. What is involved in making this product/service is researched to determine the cost to produce the product/service and in turn to determine what to charge for it. The most appropriate suppliers to provide the materials for making the product/service must be found. Financing or leasing, if needed, must be determined and arranged, and a location for the venture is to be decided upon. Is it a home-based business or a storefront? Does it require warehousing or a factory? The research can be done using phone books, the Internet, or discussions with existing related businesses. The resulting report may be presented to the class and then added to the student's portfolio.

The third activity is the marketing plan. How is the product or service to be promoted? What is the target market? Demographics can be determined using a survey. Various types of promotion (print, media, Internet, word of mouth, etc.) can be weighed (pro/con) as to the best fit for both the product/service and the expected target market. A marketing plan is created for a product, service, or the product created in Unit 2, Activity 4. The resulting plan may be added to the student's portfolio.

**Strand(s):** Organizing Resources

**Overall Expectations**

ORV.01 - analyse the resources that could be required to create a new venture;

ORV.02 - demonstrate an understanding of the components of an effective production plan;

ORV.03 - demonstrate an understanding of the components of an effective marketing plan.

**Unit 3 Overview Chart**

<b>Act.</b>	<b>Time</b>	<b>Specific Expectations</b>	<b>Assessment</b>	<b>Focus</b>
3.1	5 hours	OR1.01 - determine the possible human resource needs for different types of ventures; OR1.02 - specify the land, buildings, capital, and equipment required for various types of ventures; OR1.03 - demonstrate the importance of inventory management for the entrepreneur; OR1.04 - identify and describe all the legal, insurance, and government regulatory requirements that must be met in starting a new venture; OR1.05 - describe the services and infrastructure usually required for a new venture.	K/U; T/I; C; A	Resource Analysis
3.2	7 hours	OR2.01 - summarize the process involved in producing a new product or delivering a new service; OR2.02 - determine the possible roles of employees in a specific new venture; OR2.03 - summarize the goods that may be required by a new venture; OR2.04 - analyse the factors involved in acquiring the necessary goods for a new venture; OR2.05 - determine ways in which a new business might reduce start-up costs and financial risk.	T/I; C; A	The Production Plan
3.3	8 hours	OR3.01 - compare ways in which specific goods or services can be distributed to customers; OR3.02 - compare ways of advertising and promoting a venture and its goods or services; OR3.03 - determine methods used to price a new product or service appropriately; OR3.04 - produce a marketing plan for a new product or service; IO4.02 - describe the characteristics of potential target markets; IO4.03 - evaluate the potential competition for the product or service; IO4.04 - describe various methods of reaching potential target markets.	K/U; T/I; A	The Marketing Plan

**Venture Plan Integration**

Utilizing the knowledge and skills developed in Unit 3, students develop a Marketing Plan for their Venture Plan. See Unit 5.

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## Unit 4: The Financial Plan

**Time:** 20 hours

### Unit Description

This unit focuses on the financial aspects of the venture. Students have a diversity of skills depending on their mathematical abilities and previous exposure to accounting fundamentals.

The first activity explores the financial goals of the venture and the financial statements used by businesses. The teacher explains the mathematical concepts (e.g., return on investment (ROI), break-even, market share, profit, etc.), provides examples, and then allows students to practise (see Resources). As well, an introductory accounting textbook provides examples of balance sheets and income statements. Students demonstrate their understanding by completing an assignment.

The second activity explains the importance of a cash-flow analysis. Students have not seen this concept before in an accounting course. The activity starts with a case study of a business that experienced a cash-flow problem and how it was solved. The teacher should direct students through an example of an actual cash flow statement and then have them do practice questions. Students submit a cash flow statement to be marked.

The third activity explores the critical sources of capital financing. Groups research and present the different types of financial assistance, including advantages and disadvantages for each source. The Internet is a wonderful resource for this information. In addition, a bank manager would be an excellent guest speaker.

**Strand(s):** The Financial Plan

### Overall Expectations

FPV.01 - demonstrate how a venture can establish clear, specific, and measurable financial objectives;

FPV.02 - demonstrate the purpose and structure of a cash-flow projection;

FRV.03 - compare possible sources of capital required to meet a new venture's needs.

### Unit 4 Overview Chart

Act.	Time	Specific Expectations	Assessment	Focus
4.1	6 hours	FP1.01 - compare various financial goals that an entrepreneur might establish for a new business venture; FP1.02 - determine the acceptable levels of profit and income for various types of new ventures; FP1.03 - demonstrate an understanding of the financial statements required by a new venture.	K/U; T/I; A	Financial Objectives and Statements
4.2	7 hours	FP2.01 - summarize the importance of cash-flow projection for a new venture; FP2.02 - describe situations that can lead to cash-flow problems for a new venture; FP2.03 - distinguish between a cash-flow statement and an income statement.	K/U; T/I; C; A	Cash-Flow Projections
4.3	7 hours	FP3.01 - explain how to calculate the amount of start-up capital a new venture would require; FP3.02 - describe possible sources and methods of financing a new venture; FP3.03 - compare the advantages and disadvantages of different kinds of business financing; FP3.04 - explain how businesses can establish contingency plans if capital needs exceed the initial investment.	K/U; T/I; C; A	Acquiring Capital

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## **Venture Plan Integration**

Students should complete the break-even, income statement, balance sheet, cash flow analysis, and the financial plan for their venture plan, using appropriate resources. See Unit 5, Activity 2.

## **Unit 5: The Venture Plan**

**Time:** 30 hours

### **Unit Description**

The venture plan is the culminating activity of the course and may be used as the 30% of the final evaluation. In this unit, students design their own business plan based on the theory and practice of the previous units. It is suggested that sections of this unit be completed at the end of each of the four previous units as the information and theory is presented. Students must work independently if the venture plan is all or part of the final evaluation.

The first activity deals with the importance of the venture plan. This should be taught after Unit 1 to explain the reasons why venture plans are important. This would be a great opportunity to have a guest speaker of a business that has been unsuccessful (if one is willing to talk to the students) or a case study of a business that failed to plan. The next topic deals with the major components of the plan. Students are given an outline of the areas of the plan and a detailed description, complete with resources, of what their venture plan is to look like. The assessment rubric for the culminating activity should also be provided.

The second activity is the actual creation of the plan. Each section should be completed after the unit in that area is complete. For example, after Unit 4, students complete the break-even, income statement, balance sheet, and cash flow analysis for their venture plan, using appropriate resources.

The third activity evaluates the venture plan. This should be done in a series of steps. After the venture plan is completed, the teacher provides a checklist for students to self-evaluate; the next step is to have the class peer evaluate the plans. The final step before the teacher assessment is to have the plans read by a businessperson in the community. Students are responsible for finding this person (parent, neighbour). The businessperson needs to sign and date the report. Finally, the teacher marks the report based on a rubric. In addition, a panel of community business people could look through the reports and provide feedback. This would not be an onerous task because the rubric is easy to use and the plans are done in groups. Students then present their venture plan to the class.

**Strand(s):** The Venture Plan, Ideas and Opportunities, Organizing Resources, The Financial Plan

### **Overall Expectations**

- VPV.01 - assess the importance of having a venture plan;
- VPV.02 - analyse the components of a venture plan;
- VPV.03 - develop a venture plan;
- VPV.04 - explain how to evaluate and revise a venture plan.

### Unit 5 Overview Chart

Act.	Time	Specific Expectations	Assessment	Focus
5.1	2 hours	VP1.01 - describe the purpose of having a venture plan; VP1.02 - demonstrate the importance of having a plan that is written, organized according to a formal and accepted structure, and attractively presented; VP1.03 - determine the people or organizations that might be interested in the venture plan; VP2.01 - analyse the components of the venture plan; VP2.02 - outline the key steps in preparing a venture; VP2.03 - describe references and sources of information and advice that may facilitate the preparation of a venture plan.	K/U; T/I; A; C	Getting Started
5.2	22 hours	VP3.01 - describe the research required to develop the plan; VP3.02 - compare computer software obtained from banks, government departments, and private companies that can assist entrepreneurs in preparing a venture plan; VP3.03 - prepare a plan for a new venture.	K/U; T/I; A; C	The Venture Plan Creation
5.3	4 hours	VP4.01 - explain how people in the community may contribute to the evaluation and revision of a venture plan; VP4.02 - describe why it is important for a venture plan to be flexible and adaptable; VP4.03 - forecast conditions that may require the revision of the plan; VP4.04 - describe contingency plans that an entrepreneur should have for a new venture.	K/U; T/I; A; C	Evaluation and Revision of the Plan

### Teaching/Learning Strategies

This course presents information that needs to be understood and applied by students in order for the learning activities to be successful. It is important that teachers have a variety of strategies available to them to help students learn the information presented in the course material. These strategies fall into three different categories: teacher-directed, learner-centred, and self-directed. Teachers may also take advantage of learning opportunities outside their classroom and incorporate DECA (Distributive Education Clubs of America), OBEA (Ontario Business Educators Association), and Junior Achievement activities into the course work.

The profile has a conscious quest for a balance of traditional modelling of skills and knowledge together with a blend of small-group and individual practice and exploration. Concepts and ideas that students discover are usually internalized more deeply and retained with greater meaning than ideas that are passively received in didactic fashion. When students report and discuss discoveries with fellow students and the teacher, the learning is consolidated and enhanced. Educational research has shown that guided instruction and interactive learning are cornerstones of efficient teaching practice.

The strategies are listed to provide a means for teachers to quickly reflect on what they have used in the past and what they can adopt. The Pedagogy Resources provide detailed explanations of the strategies listed.

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**Teacher-directed strategies**, in which the teacher directs the learning, have a definite place in this course as students learn to handle a broad range of topics. Teachers may find the strategies in this category useful as ways to model how to set up anything from notebooks or databases, to present complex concepts, or simply to make the best use of time in some parts of the course. Lecture, questioning, visual organizers, record/task sheet, demonstration, group project, peer helping, group discussion, guest speakers, field trip, and mnemonics (trigger recall) are commonly used examples. **Learner-centred strategies**, which are activity-based, provide students with opportunities to actively apply what they have learned. These strategies enable students in developing problem-solving as well as collaborative skills.

- Brainstorming: Chunking, Carousel Brainstorming, Graffiti;
- Reaching Consensus: Snowball;
- Listening and Communication: Say and Switch, Three-Step Interview;
- Reaction/Opinion: Reaction Wheel, Agree/Disagree, Corners, Think/Pair/Share, Roundtable, Connections, Round Robin Reflection, Journaling;
- Graphic Organizers: Future Wheel, Semantic Mapping, Mind Mapping, Flow Chart, Sequence Chart, Ranking Ladder, Tree Diagram, Venn Diagram, The Fish Bone, The Right Angle;
- Reflection: Stems and Starters, Ticket to Leave, Role-playing are some strategies to choose from.

**Self-directed strategies** may be used to promote independence and self-reliance. The benefits of the use of such strategies are that students learn to take responsibility for and manage their own learning. The college preparation course requires an emphasis on the development of both independent research skills and independent learning. sharing, displays, research, electronic media research, computer-assisted learning, text referencing, note taking, study notes, checklists, and questionnaires are examples.

## **Assessment & Evaluation of Student Achievement**

Student assessment and evaluation methods reflect authentic practices found in the working world. Opportunities for assessment and evaluation are frequent, and they are designed to guide the student toward success and to value achievement. Reflective instruments are provided to help students control and plan their learning. Formal and informal observation techniques and conferencing help clarify student thinking and provide evidence of student progress. Tests help students to confidently build an inventory of knowledge and skills that subsequently are drawn upon to create a venture plan for an enterprising business. The teacher evaluates ongoing steps taken in student analysis of an enterprising business and its relationship and interaction with its workers and within its own environment.

Some strategies and tools, which are consistent with the assessment techniques referred to in the activities are:

- Use a rubric for a variety of activities so that the process is not overwhelming for students and teachers.
- Share the rubrics for culminating activities at the beginning of the unit, so expectations are clear for students and can be used to support the learning in all activities in the unit.
- Develop rubrics with students, or involve them in translating rubrics into student language.
- Emphasize the language of assessment and evaluation in your discussions with students.
- Provide sample work demonstrating achievement at different levels for students.
- Use the results of diagnostic and formative assessment to modify the delivery of the unit.
- Provide different opportunities to assess the achievement of the expectations.
- Provide opportunities for self- and peer assessment to be used as formative assessment to support and improve student learning.
- Provide multiple opportunities for students to demonstrate their achievement of expectations.
- Provide opportunities for students to retry assignments until they can demonstrate their learning.

- Develop tests that provide opportunities to demonstrate all categories on the Achievement Chart (not just Knowledge) at all levels.
- Give practice tests as an opportunity for formative assessment.
- Use assessment tools that are appropriate for the expectations being addressed and which relate to the categories on the Achievement Chart.
- Provide prompt feedback so that students can use it to improve their learning.
- Design a variety of assessment tasks to address different learning styles.
- Provide choice in activities/assessment tasks to accommodate the diverse needs of the learners in the classroom.
- Provide opportunities for students to track their own progress.

### Assessment Strategies

Assessment may be diagnostic, formative, and summative. Diagnostic assessment includes informal observation checklists, quizzes and all class questions and answers. The following strategies and tools may be used for both formative and summative purposes.

Method	Strategy	Tool
Paper-and-Pencil	Test - selected response - true/false - constructed response	Marking Scheme
Performance Task	Oral presentation Science experiment lab report Debate	Rubric Checklist
Personal Communication	Student-teacher conference Classroom question and answer	Rating Scale Anecdotal record

Marking schemes and rubrics used for evaluation should be organized to include the four Achievement Chart categories or for as many as are applicable. One student-generated product or process may be evaluated under multiple categories: Knowledge and Skills, Thinking/Inquiry, Communication, and Application. The teacher's record keeping requires that four separate marks be recorded for that assignment, one for each of the four categories it addresses.

### Final Course Evaluation

“When planning courses and assessment, teachers should review the required curriculum expectations and link them to the categories to which they relate. Teachers should ensure that all the expectations are accounted for in instruction, and that the achievement of the expectations is assessed within the appropriate categories” (*The Ontario Curriculum, Grades 11 and 12, Business Studies, 2000*, p. 125).

Teachers must ensure that a student's most consistent performance level is reflected in his/her final mark. Teachers must also provide a variety of opportunities for students to demonstrate their achievement of the expectations.

Knowledge/Understanding	Thinking/Inquiry	Communication	Application
Tests Quizzes Interviews Electronic research	Interviews Electronic research Projects Assignments	Portfolio Projects Presentations Assignments Case study	Production plan Marketing analysis Financial plan Venture Plan Assignments

Seventy percent of the grade is based on the assessments/evaluations conducted throughout the course. The additional thirty percent consists of The Venture Plan culminating activity. The final evaluation components should incorporate the four categories of assessment as illustrated in the chart.

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## Accommodations

Teachers should consult exceptional students' Individual Educational Plans (IEPs) and with the appropriate support staff, to effectively implement the prescribed modifications. The *Curriculum Planner K-12* provides an extensive range of accommodations. The following are frequently used strategies listed by exceptionalities to reaffirm the good teaching practices found in Ontario classrooms.

**Reading difficulties:** read questions first, modify reading requirements, use reading partners, pre-teach concepts/vocabulary, highlight notes, and use visuals.

**Math difficulties:** check work after each example and modify the complexity of examples.

*Memory difficulties:* teach students to verbalize concepts, check that daily assignments are recorded in planner, insist students write things down, provide lists and flow charts, and give visual clues.

**Written language difficulties:** vary assignments, give explicit instructions, allow more time, provide photocopied notes, allow point-form notes, don't penalize mechanics, use peer editing, and teach spell/grammar check.

**Motivation difficulties:** ensure students see a purpose for their activities (an end in sight), negotiate both process and product, provide authentic contexts, and maintain contact with home.

## ESL Accommodations

- The teacher should set the tone for a positive attitude toward helping students with special needs.
- Students can help their ESL classmates by repeating, rephrasing, and writing words down.
- Bilingual tutors, if available, facilitate clarification in first language.
- Provide peer tutors and give them specific responsibilities.
- Avoid "all-ESL" groupings.
- Encourage ESL students to use their own language for clarification and explanation.
- Provide students with a summary sheet that can be used at the end of each class (with teacher assistance) to list main terms or concepts that were the focus of the lesson.
- Make overheads of handouts, highlighting important terms. Explain words and clarify instructions while students do the same on their copy.
- Provide a glossary of terms for the reading.
- Encourage the use of first-language dictionaries for assignments and assessments.
- Pair written instructions with verbal instructions.
- Provide visual and auditory clues.
- Ask an ESL/ELD teacher to review questions, assignments, or assessment instruments.
- Prior work may be needed to familiarize ESL students with the process and vocabulary of rubrics.
- Some ESL students may need extensive instructions on assessment processes that are not teacher-centred.
- Allow for early success so that ESL students do not get overwhelmed and discouraged.
- Allow extra time where possible for oral responses, writing assignments, and tests.

## Enrichment Accommodations

The teacher can enrich the process or thinking skills and the products or outcomes of the learning to extend the expectations and challenge the learner by:

- requiring multiple and sophisticated forms of communication;
- encouraging and reinforcing the application of abstract thinking skills to complex content, resulting in a sophisticated product;
- integrating cross-curricular activities;
- allowing for in-depth learning of a self-selected product topic within the expectation requirements;
- being cognizant of the fact that students may be gifted in one area and not in others;

- encouraging and use of DECA (Distributive Education Clubs of America) and OBEA (Ontario Business Educators Association) contests;
- allowing students to demonstrate mastery of content through a preferred style of learning;
- motivating students to synthesize course content with their own experiences and ideas.
- Enrichment Course is offered in May each year: How to Get What You Want  
<http://www.queensu.ca/cds/emc/>

## Resources

### Print

- Balderson, D. Wesley. *Canadian Entrepreneurship and Small Business Management*, 4th ed. Toronto, ON: McGraw-Hill Ryerson, 2000.
- Bennett, B., Carol Rolheiser-Bennett, and Laurie Stevahn. *Cooperative Learning Where Heart Meets Mind*. Toronto: Educational Connections, 1991. ISBN 0-4444-555-6
- Bilker, H. and A. *Writing Mysteries that Sell*. ISBN 0-8092-5822-6
- Burch, John G. *Entrepreneurship*. Toronto, ON: John Wiley and Sons Canada Limited, 1986.
- Carpenter, Thomas. *Inventors—Profiles in Canadian Genius*. Camden East, ON: Camden House, 1990.
- De Jordy, Herve, Michael Liepner, and Michael Schultz. *The Entrepreneurial Spirit*. Toronto, ON: McGraw-Hill Ryerson Limited, 1991.
- Drew, Dick. *The Canadian Achievers—How They Did It, How You Can Do It, Why Should You Do It*. Vancouver, BC: Drew Publications, 1991.
- Gibbs, Jeanne. *Tribes: A Process for Social Development and Cooperative Learning*. Santa Rosa, 1996. ISBN 0-932762-08-5
- Gray, D. *Business Using Your Computer*. ISBN 1-55180-067-5
- James, J. *Starting a Successful Business in Canada*. ISBN 1-55180-181-7
- Harper, M, Ken O'Connor, and Marilyn Simpson. *Quality Assessment: Fitting The Pieces Together*. Toronto: OSSTF Educational Services Committee, 1999. ISBN 0-920930-47-6
- Kretchman, M. Lily, Lori Cranson, and Bill Jennings. *Entrepreneurship Creating a Venture*. Toronto, Ontario: John Wiley and Sons Canada Limited, 1991.
- Leipner, M., H. DeJordy, and M. Schultz. *The Entrepreneurial Spirit*. Toronto: McGraw-Hill Ryerson, Ltd., 1991. ISBN 0-07-549931-2
- Mariotti, Steve. *The Young Entrepreneurs Guide to Starting and Running Business*. Toronto, ON: Random House of Canada, 1996.
- OSSTF/FEESO. *Quality Assessment*. Toronto: OSSTF Education Service Committee, 1999. ISBN 0-920930-47-6
- Porter, V. *Cottage Industries*. ISBN 0-80925-822-6
- Schincariol, D. *Start and Run a Profitable Student-Run Business*. ISBN 1-55180-026-8
- Stafell. *How to Start on a Shoestring and Make a Profit with Hydroponics*. ISBN 0-9637-0663-2
- Von Oech, Roger. *A Whack on the Side of the Head*. New York, NY: Warner Books, 1990.
- Von Oech, Roger. *A Kick in the Seat of the Pants*. New York, NY: Harper & Row Publishers Inc., 1986.

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## Career Resources

**Note:** The URLs for the websites have been verified by the writers prior to publication. Given the frequency with which these designations change, teachers should always verify the websites prior to assigning them for student use.

Canada's Biggest Job Site – <http://www.workopolis.ca>

Canadian Bankers Association – <http://www.cba.ca>

Canadian Career and Industry Specific Job Sites – <http://www.canadajobsearch.com/careerspecific.htm>

Canadian Career Page – <http://www.canadiancareers.com>

Canadian Youth Business Foundation – <http://www.i3ds.com/cyba/directory/gov.html>

Career Cruising – <http://www.careercruising.com/home/index/html>

Career Edge, Main Index Page – <http://www.careeredge.on.ca>

*Career Explorer* – <http://cdn.cx.bridges.com/>

Careers in a Package, The Teacher's Guide. Packaging Association of Canada, 2000.

<http://www.packagingcareers.org>

Curriculum Vitae Tips – <http://www.cvtips.com>

Human Resources Development Canada – <http://www.hrdc-drhc.gc.ca>

*Investing in Your Future*, Appendix b and Appendix c. Toronto: Canadian Securities Institute and Investor Learning Centre, 2000. ISBN 1-894289-51-X

Interest Survey – <http://www.jvis.com>

Job Bank – <http://jb-ge.hrdc-drhc.gc.ca>

Job Shark – <http://www.jobshark.ca/caeng/index.cfm>

Résumé Dot Com – <http://www.pcservices.com>

Work Search – <http://www.wroksearch.gc.ca>

YWCA One Stop Career Shop – <http://www.onestopcareershop.bc.ca/dropin.html>

## Safety

*Live Safe! Work Smart! Health And Safety Resources for Ontario Secondary School Teachers*. Queen's Printer for Ontario, 2000. ISBN 0-7794-0226-X. Ministry of Labour Publications Department, 1-416-326-7731

Canadian site for occupational health and safety [www.ccohs.ca/](http://www.ccohs.ca/)

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## Video

Notman, David, and Jack Wilson. *The World of Business*, 3rd ed., Teacher's Resource. Scarborough, ON: ITP Nelson, 1997.

Wilson & Notman. *World of Business Video Series*. Toronto. Nelson Canada & CBC. Teachers Resource Unit 1 Profile of Business. ISBN 0-17-606584-9

Unit 2 International Business. ISBN 0-17-606585-7

Units 4 and 5 Money and Financial Institutions, Credit and Personal Finance. ISBN 0-17-606587-3

Unit 6 You, The Consumer. ISBN 0-17-606588-1

Unit 7 Accounting. ISBN 0-17-606589-X

Unit 8 Marketing. ISBN 0-17-606569-5

Unit 9 Canadian Law. ISBN 0-17-606590-3

*Economix*. Montreal, QC: National Film Board of Canada and the Kativik School Board in cooperation with the Canadian Foundation for Economic Education.

CBC. "Boys from Algonquin," "Lynn Johnston," "Royal Canadian Air Farce," "Ed Mirvish," *Life and Times* series. Obtain from <http://www.tv.cbc/lifeandtimes/> or Chapters Bookstores

## Websites

[www.businessideas.com](http://www.businessideas.com)

[www.commonconnections.com](http://www.commonconnections.com)

<http://www.toolkit.cch>

[www.entrepreneur.com](http://www.entrepreneur.com)

<http://www.entrepreneurmag.com>

[www.homeofficemag.com](http://www.homeofficemag.com)

<http://www.bized.ac.uk/virtual/cb/>

[www.innovationcentre.ca/eureka/Default.htm](http://www.innovationcentre.ca/eureka/Default.htm)

[www.niagaracanada.com](http://www.niagaracanada.com)

[www.businessbuffet.com](http://www.businessbuffet.com)

## OSS Considerations

*The Ontario Curriculum, Grades 11 and 12, Business Studies, 2000.*

*The Ontario Curriculum, Grades 9 to 12, Program Planning and Assessment, 2000.*

*The Ontario Curriculum, Grades 9 to 12, Choices Into Action: Guidance and Career Education Program Policy For Ontario Elementary And Secondary Schools, 1999.*

*Ontario Secondary Schools, Grades 9 to 12, Program and Diploma Requirements, 1999.*

**Note:** Students may use this course as an additional compulsory credit for diploma purposes.

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## **Coded Expectations, Introduction to Entrepreneurial Studies, Grade 11, College Preparation, BDI3C**

### **Enterprising People and Entrepreneurs**

#### **Overall Expectations**

- EPV.01 · analyse the characteristics of enterprising people;
- EPV.02 · analyse the characteristics of entrepreneurs;
- EPV.03 · evaluate the contributions made by entrepreneurs;
- EPV.04 · assess their own entrepreneurial potential.

#### **Specific Expectations**

##### **The Enterprising Person**

- EP1.01 – describe the characteristics, motivations, abilities, attitudes, and aptitudes of an enterprising person;
- EP1.02 – identify and describe some enterprising people;
- EP1.03 – describe the contributions that enterprising people make in their school and community;
- EP1.04 – evaluate the personal benefits of being an enterprising person;
- EP1.05 – explain various ways in which they can be enterprising.

##### **The Entrepreneur**

- EP2.01 – describe the characteristics, motivations, abilities, attitudes, and aptitudes of an entrepreneur;
- EP2.02 – distinguish between an entrepreneur and an enterprising person;
- EP2.03 – explain the advantages and the disadvantages of being an entrepreneur;
- EP2.04 – describe how a variety of individuals have developed the skills and abilities of successful entrepreneurs.

##### **The Contributions of Entrepreneurs**

- EP3.01 – describe how entrepreneurs can enhance consumer satisfaction (e.g., through problem solving, innovation, invention, competition);
- EP3.02 – explain the connection between entrepreneurial activities and job and wealth creation (e.g., effect on the labour market, community prosperity, and availability of venture capital);
- EP3.03 – describe the impact that local entrepreneurs have had on their community;
- EP3.04 – determine how entrepreneurs have been agents of change.

##### **Self-assessment**

- EP4.01 – assess themselves to identify the entrepreneurial characteristics they possess;
- EP4.02 – describe ways in which they have been enterprising or entrepreneurial in the past;
- EP4.03 – analyse opportunities they have had to develop entrepreneurial skills and characteristics;
- EP4.04 – determine their interest in potential enterprising or entrepreneurial careers.

### **Ideas and Opportunities**

#### **Overall Expectations**

- IOV.01 · explain the importance of invention and innovation to venture creation;
- IOV.02 · analyse various methods of generating opportunities and ideas for new ventures;
- IOV.03 · generate realistic new ideas and identify possible opportunities for new ventures;
- IOV.04 · explain the process of market research;
- IOV.05 · identify a specific opportunity that can become the basis for a venture plan.

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## **Specific Expectations**

### **Invention and Innovation**

**IO1.01** – compare invention and innovation;

**IO1.02** – identify significant Canadian inventions and innovations;

**IO1.03** – describe the needs and wants that Canadian inventions and innovations have satisfied;

**IO1.04** – summarize the impact that specific Canadian inventions and innovations have had on people's lives;

**IO1.05** – explain the relationship between innovation and technology;

**IO1.06** – describe how entrepreneurs have used innovations and/or inventions to start new ventures.

### **Sources of Opportunities and Ideas**

**IO2.01** – distinguish between an idea and an opportunity;

**IO2.02** – explain how new ventures have been developed in response to consumer needs or wants;

**IO2.03** – describe new goods and services that have been developed by improving upon existing goods and services;

**IO2.04** – describe how similar needs and wants have been satisfied in different ways;

**IO2.05** – identify, from a variety of sources (e.g., books, magazines, personal observation, the Internet), possible ideas for new ventures;

**IO2.06** – analyse current economic and social trends in order to find ideas for new ventures.

### **Generating Ideas**

**IO3.01** – identify unsatisfied consumer needs and wants by applying a problem-solving model;

**IO3.02** – apply creative-thinking strategies (e.g., mind mapping, brainstorming) to determine possible solutions to an identified consumer problem;

**IO3.03** – select the best idea for a new product or service by applying a decision-making model.

### **Market Research**

**IO4.01** – explain how to determine whether the demand for a good or service exists;

**IO4.02** – describe the characteristics (e.g., demographic, geographic, socio-economic) of potential target markets;

**IO4.03** – evaluate the potential competition for the new product or service;

**IO4.04** – describe various methods of reaching potential target markets.

### **Choosing an Opportunity**

**IO5.01** – identify potential opportunities for a new venture;

**IO5.02** – evaluate new-venture opportunities to determine their viability (e.g., financial, technological);

**IO5.03** – evaluate new-venture opportunities in terms of the students' personal skills and interests;

**IO5.04** – choose a specific opportunity as a basis for a new venture.

## **Organizing Resources**

### **Overall Expectations**

**ORV.01** · analyse the resources that could be required to create a new venture;

**ORV.02** · demonstrate an understanding of the components of an effective production plan;

**ORV.03** · demonstrate an understanding of the components of an effective marketing plan.

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## **Specific Expectations**

### **Resource Analysis**

- OR1.01** – determine the possible human resource needs (e.g., professional mentors, employees, partners, suppliers) for different types of ventures;
- OR1.02** – specify the land, buildings, capital, and equipment required for various types of ventures;
- OR1.03** – demonstrate the importance of inventory management for the entrepreneur;
- OR1.04** – identify and describe all the legal, insurance, and government regulatory requirements that must be met in starting a new venture (e.g., permits, government registrations, various types of insurance);
- OR1.05** – describe the services and infrastructure (e.g., light, heat, electricity, communication technology) usually required for a new venture.

### **The Production Plan**

- OR2.01** – summarize the process involved in producing a new product or delivering a new service;
- OR2.02** – determine the possible roles of employees in a specific new venture;
- OR2.03** – summarize the goods that may be required by a new venture (e.g., raw materials, supplies, equipment);
- OR2.04** – analyse the factors involved in acquiring the necessary goods for a new venture (e.g., finding sources of supply, financing start-up and leasing costs);
- OR2.05** – determine ways in which a new business might reduce start-up costs and financial risk.

### **The Marketing Plan**

- OR3.01** – compare ways in which a specific good or service can be distributed to customers;
- OR3.02** – compare ways of advertising and promoting a venture and its goods or services;
- OR3.03** – determine methods used to price a new product or service appropriately;
- OR3.04** – produce a marketing plan for a new product or service.

## **The Financial Plan**

### **Overall Expectations**

- FPV.01** · demonstrate how a venture can establish clear, specific, and measurable financial objectives;
- FPV.02** · demonstrate the purpose and structure of a cash-flow projection;
- FPV.03** · compare possible sources of capital required to meet a new venture's needs.

### **Specific Expectations**

#### **Financial Objectives**

- FP1.01** – compare various financial goals that an entrepreneur might establish for a new business venture (e.g., target total profit, return on investment, market share, output delivered, customers served);
- FP1.02** – determine the acceptable levels of profit and income for various types of new ventures;
- FP1.03** – demonstrate an understanding of the financial statements required by a new venture (e.g., income statement, balance sheet).

#### **Cash-Flow Projection**

- FP2.01** – summarize the importance of a cash-flow projection for a new venture;
- FP2.02** – describe situations that can lead to a cash-flow problem for a new venture;
- FP2.03** – distinguish between a cash-flow projection and an income statement.

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## **Acquiring Capital**

**FP3.01** – explain how to calculate the amount of start-up capital a new venture would require;

**FP3.02** – describe possible sources and methods of financing a new venture (e.g., government loans, private investors, public equity markets);

**FP3.03** – compare the advantages and disadvantages of different kinds of business financing;

**FP3.04** – explain how businesses can establish contingency plans if capital needs exceed the initial investment.

## **The Venture Plan**

### **Overall Expectations**

**VPV.01** · assess the importance of having a venture plan;

**VPV.02** · analyse the components of a venture plan;

**VPV.03** · develop a venture plan;

**VPV.04** · explain how to evaluate and revise a venture plan.

### **Specific Expectations**

#### **Importance of the Plan**

**VP1.01** – describe the purpose of a venture plan;

**VP1.02** – demonstrate the importance of having a plan that is written, organized according to a formal and accepted structure, and attractively presented;

**VP1.03** – determine the people or organizations that might be interested in the venture plan (e.g., venture capitalists, financial institutions, investors).

#### **Components of the Plan**

**VP2.01** – analyse the components of the venture plan (e.g., executive summary, market analysis, resource analysis, operating strategy);

**VP2.02** – outline the key steps in preparing a venture plan;

**VP2.03** – describe references and sources of information and advice that may facilitate the preparation of a venture plan.

#### **Development of the Plan**

**VP3.01** – describe the research required to develop the venture plan;

**VP3.02** – compare computer software obtained from banks, government departments, and private companies that can assist entrepreneurs in preparing a venture plan;

**VP3.03** – prepare a plan for a new venture.

#### **Evaluation and Revision of the Plan**

**VP4.01** – explain how people in the community may contribute to the evaluation and revision of a venture plan (e.g., entrepreneurs, bankers, friends, and family);

**VP4.02** – describe why it is important for a venture plan to be flexible and adaptable;

**VP4.03** – forecast conditions that may require the revision of the venture plan;

**VP4.04** – describe contingency plans that an entrepreneur should have for a new venture.

## Unit 1: Enterprising People and Entrepreneurs

**Time:** 20 hours

### Unit Description

This unit focuses on the characteristics and skills of successful business people. Students investigate both intrapreneurial and entrepreneurial opportunities in business today. They look at how enterprising people become successful within the organizations that employ them. Students also look at examples of entrepreneurs and examine what helped them and their venture become successful. Students investigate entrepreneurs in both their local and surrounding communities and evaluate their contribution to the economy. Students begin to assess their own entrepreneurial skills by creating and developing a portfolio or expand the portfolio developed in Career Studies, GLC20.

### Unit 1 Synopsis Chart

Activity	Time	Expectations	Assessment	Tasks
1.1: Types and Characteristics of Successful Business People	6 hours	EPV.01, EPV.02, EPV.03, EP1.01, EP1.02, EP1.04, EP2.03, EP2.03, EP3.02	K/U; T/I; C; A	1. List common skills and characteristics of successful business role models. 2. Differentiate between an enterprising person and an entrepreneur.
1.2: Business in the Community	5 hours	EPV.01, EPV.03, EP1.03, EP3.03	K/U; T/I; C; A	1. Search for enterprising people and entrepreneurs in the local community. 2. Develop a set of questions appropriate for each type. 3. Conduct interviews. 4. Report on the interviews.
1.3: The Pioneering Spirit	4 hours	EPV.03, EP3.01, EP3.04	K/U; T/I; C; A	1. Investigate how market trends are used and/or developed. 2. Explore how the entrepreneur adapts to consumer needs and is an agent of change.
1.4: Skills and Portfolio Building	5 hours	EPV.01, EPV.02, EPV.04, EP1.05, EP2.04, EP4.01, EP4.02, EP4.03, EP4.04	K/U; T/I; C; A	1. Begin to build the portfolio. 2. Perform self-assessment. 3. Create résumés.
1.5: Unit Integration (Activity 1 of Unit 5)	This activity deals with the importance of the venture plan. This should be taught after Unit 1 to explain the reasons why venture plans are important. It is a great opportunity to have a guest speaker of a business that has been unsuccessful (if one is willing to talk to students) or a case study of a business that failed to plan. The next topic deals with the major components of the venture plan. Students are given an outline of the areas of the plan and a detailed description, complete with resources, of what their venture plan is to look like. The assessment rubric for the culminating activity should also be provided.			

K/U = Knowledge/Understanding

C = Communication

T/I = Thinking/Inquiry

A = Application

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## **Activity 1.1: Types and Characteristics of Successful Business People**

**Time:** 6 hours

### **Description**

Students learn about the different traits and characteristics of successful business people through observation and interviews. They identify and evaluate the personal benefits of being an enterprising person and explain the advantages and disadvantages of being an entrepreneur. Once the connection between entrepreneurial activities and an enterprising person is made, students begin to analyse enterprising and entrepreneurial traits in themselves for further use in both this unit and the culminating Venture Plan in Unit 5.

### **Strand(s) & Learning Expectations**

**Strand(s):** Enterprising People and Entrepreneurs

#### **Overall Expectations**

EPV.01 - analyse the characteristics of enterprising people;

EPV.02 - analyse the characteristics of entrepreneurs;

EPV.03 - evaluate the contributions made by entrepreneurs.

#### **Specific Expectations**

EP1.01 - describe the characteristic, motivations, abilities, attitudes, and aptitudes of an enterprising person;

EP1.02 - identify and describe some enterprising people;

EP1.04 - evaluate the personal benefits of being an enterprising person;

EP2.01 - describe the characteristics, motivations, abilities, and aptitudes of an entrepreneur;

EP2.02 - distinguish between an entrepreneur and an enterprising person;

EP2.03 - explain the advantages and disadvantages of being an entrepreneur;

EP3.02 - explain the connection between entrepreneurial activity and job and wealth creation.

#### **Prior Knowledge & Skills**

- General knowledge of people and the community;
- Internet research skills.

#### **Planning Notes**

Units in this profile make reference to the use of specific texts, magazines, films, and videos in the Teaching/Learning Strategies. Before reproducing materials for student use from books and magazines, teachers need to ensure that their board has a Cancopy licence and that resources they wish to use are covered by this licence. Before screening videos for their students, teachers need to ensure that their board/school has obtained the appropriate public performance videocassette licence from an authorized distributor (e.g., Audio Cine Films Inc.). Teachers are also reminded that much of the material on the Internet is protected by copyright. That copyright is usually owned by the person or organization that created the work. Reproduction of any work or a substantial part of any work on the Internet is not allowed without the permission of the owner.

- Arrange for videos about being an entrepreneur that explain the connections between entrepreneurial activity and job and wealth creation.
- Develop a list of successful Canadian entrepreneurs of different cultural and socio-economic backgrounds from magazines and newspaper articles that identify and explain enterprising people, or invite guest speakers from the community to identify the characteristics, motivations, abilities, attitudes, and aptitudes of an enterprising person.
- Prepare/copy a map of the local community from the phonebook to discuss the effects of businesses on the community.

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- Arrange access to the Internet. If the Internet is not available, videos, textbooks, magazines, and newspapers containing articles about entrepreneurs and business people may be used.
  - Determine how groups are organized. Pair weaker students with stronger ones.

### **Teaching/Learning Strategies**

- Watch one or two videos about enterprising and entrepreneurial people, then as a class brainstorm to devise a list of common traits, characteristics, and skills about these enterprising people. The lists may be recorded on chart paper, the board, or an overhead. Common findings are noted and a definition of a successful enterprising or entrepreneurial business role model is developed and recorded in their notebooks.
- If videos aren't available, access the Internet ('Canadian entrepreneurs' as a search topic or articles from on-line entrepreneurial, e-business magazines and newspapers), and allow students to generate a list of common traits, characteristics, and skills using the information they discover and record these results in their notebooks.
- Another source of information is in selected articles from available entrepreneurial textbooks, newspapers, or magazines. Students generate a list of common traits, characteristics, and skills about the enterprising people they've read about and record it in their notebooks.
- Groups of three students are established and definitions for the terms 'enterprising' and 'entrepreneur' are derived from the previously-generated discussion lists, on-line dictionaries ([www.webopedia.com](http://www.webopedia.com), [www.m-w.com](http://www.m-w.com)), or an Internet search of each term. The groups have 5-10 minutes to come to a consensus about their definitions, choose a spokesperson, and then present their findings to the class orally. The rest of the class adds other groups' new/other findings to their list.
- Students fill in a Venn diagram and compare the similarities and differences between an enterprising and an entrepreneurial person.
- As a class, discuss the contributions of enterprising and entrepreneurial people and their activities to your community. Why are they important? What size business makes up the majority of business ventures in your community? Then, in the smaller groups, students relate this discussion to themselves, their families, and each other. This task should take 10-15 minutes to complete. Use a map of the local community from the phonebook to discuss the effects of businesses on the community.
- Each group chooses a spokesperson; the spokesperson presents their group's discussion findings to the rest of the class, who add the information to their own list.
- Each student reviews their list of points made about enterprising people and entrepreneurs in the above discussions, then writes a short report (a paragraph or two) about how they may in the future, or may have already, personally benefited from being an enterprising person.

### **Assessment & Evaluation of Student Achievement**

#### **Formative**

Knowledge/Understanding, Thinking/Inquiry, Application, Communication

Involve students in the assessment process using a peer evaluation of fellow group members' contributions to the discussions with a simple 1-, 2-, or 3-point participation score.

- The teacher circulates among the groups, giving informal feedback throughout the discussions.
- Students fill in a Venn diagram about similarities and differences of enterprising and entrepreneurial people.
- The brainstorming, discussions and written lists culminate in individual short written reports about the benefits of being an enterprising person. Appendix 1.1 - Enterprising/Entrepreneurial Skills, Aptitudes, Characteristics Checklist can be used by students for self-evaluation of their reports. The teacher will summatively evaluate the written report, to be developed in Activity 2.

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## Accommodations

The teacher should take into consideration the student's IEP for specific accommodations and suggestions that address the student's learning needs. Suggestions for accommodations can be found in the *Curriculum Planner K-12*.

## Enrichment

- The teacher can enrich the learning experience by requiring enhancements to the oral report (e.g., a slide-show presentation format), reinforcing the application of abstract thinking skills to complex content, resulting in a sophisticated product;
- The teacher may use representatives from other disciplines or areas of the school, including students (e.g., student council members, director of school play or daycare) as speakers to show other types of enterprising or entrepreneurial people.

## Alternative Strategies

- Students can be grouped according to strengths to ensure homogeneity within groups.
- Pairing students on the computer for research and word processing can encourage the sharing of technological skills.
- The teacher may use reading partners or modify reading requirements for some students.
- Lists, diagrams, or charts may be provided to facilitate recording of information about entrepreneurs and successful business people in place of developing notes from oral discussions.
- More time may be allowed; notes may be taken in point form or by a peer; and the editing, spell/grammar checker tools may be utilized on the computer.
- Provide ESL students with a vocabulary of the most common character traits including those relevant to the activity. Appendix 1.1 is a source for the list.
- Expand the list to include global entrepreneurs since ESL students may be unfamiliar with Canadian Entrepreneurs.

## Resources

### Video

CBC. "Roots Boys," "Lynn Johnston," "Royal Canadian Air Farce," *Life and Times* Video Series. Toronto. (videos may be obtained from: <http://www.tv.cbc.ca/lifeandtimes/>)

### Print

Leipner, M., H. DeJordy, and M. Schultz. *The Entrepreneurial Spirit*. Toronto: McGraw-Hill Ryerson, Ltd., 1991, question 5, p. 37. ISBN 0-07-549931-2

### Websites

[www.entrepreneur.com](http://www.entrepreneur.com)

<http://www.entrepreneurmag.com>

[www.homeofficemag.com](http://www.homeofficemag.com)

[www.m-w.com](http://www.m-w.com)

[www.webopedia.com](http://www.webopedia.com)

## Appendices

Appendix 1.1 – Enterprising/Entrepreneurial Skills, Aptitudes, Characteristics Checklist

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## **Activity 1.2: Business in the Community**

**Time:** 5 hours

### **Description**

Students look in their community for successful business role models. They conduct an interview with a businessperson from the community and generate a report based on their findings. This activity is designed to validate the knowledge learned in the prior exercise that familiarized student with common skills, characteristics, and traits of successful business people. Students go out into the local community and interview a successful businessperson. The activity is completed in stages. Students select the subject for their interview, prepare a list of questions, interview the subject, and type a report on findings.

### **Strand(s) & Learning Expectations**

**Strand(s):** Enterprising People and Entrepreneurs

#### **Overall Expectations**

EPV.01 - analyse the characteristics of enterprising people;

EPV.03 - evaluate the contributions made by entrepreneurs.

#### **Specific Expectations**

EP1.03 - describe the contributions that enterprising people make to their school and community;

EP3.03 - describe the impact that local entrepreneurs have had on their community.

### **Prior Knowledge & Skills**

- Prior knowledge of common skills and characteristics of entrepreneurs and enterprising people is needed, developed in Activity 1.1.
- Word-processing skills are used for report and letter formatting.

### **Planning Notes**

- Present examples of possible interview subjects by using the community newspaper. As well, the resources provide students with examples of people to look for in their community.
- If the alternative strategy is being utilized, prepare the interview questions. Interview questions which elicit the characteristics, motivations, abilities, attitudes, aptitudes, personal benefits, advantages and disadvantages of being an entrepreneur may be student-generated. Examples can be found in Appendix 2.2.3 from the Introduction to Business (BBIIO) Catholic Course Profile.
- Prepare a letter on school letterhead for the interview subjects, explaining what the project is and the student expectations. After confirming the interview with the subject, students should fax or e-mail the letter to the businessperson.
- Book the computer lab for report formatting and thank-you letter preparation.
- Hand out the assessment rubric prior to beginning the activity.

### **Teaching/Learning Strategies**

- Conduct a class discussion about business in the community.
- Develop a list of businesses or business people that would make good interview candidates. An alternative is for the teacher to provide students with a list of business people in the community who would be suitable subjects for the assignment.
- Students select a subject to be interviewed. Students find a phone number, fax number, or e-mail address of the person they want to interview.

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- Generating good interview questions is important for the completion of the activity but is also a distinct learning skill. A class discussion exploring good interview questions (What makes a good question? How should it be worded?) can start. Students break into small groups or do an individual assignment to create good interview questions based on the class discussion.
  - Alternative strategy, supply the interview questions or a source for questions. Interview questions should elicit the characteristics, motivations, abilities, attitudes, aptitudes, personal benefits, advantages and disadvantages of being an entrepreneur.
  - Create a list of ten questions. Questions should be business-related, focusing on what made this person decide to go into their particular industry. Possible questions could be: “Who were your role-models and why?” “What did you learn as a teenager that helps you today?” “What skills are most important when running a business.”
  - Students submit the interview questions to the teacher prior to conducting the interview.
  - Use role playing to practise for interviews.
  - Discuss business etiquette and dressing appropriately for the interview.
  - Students pre-book the interview and forward the list of questions to the interviewee.
  - Students conduct the interview. The interview can be hand-recorded or audio/videotaped.
  - Students synthesize the findings from their interview into a report. (Teach synthesis skills and provide model.)
  - The reports should include skills, traits, characteristics, and interesting experiences discussed with the subject during the interview. The report could compare the student learning in the first activity to the findings in the interview. Do the people interviewed share similar traits, skills, and experiences as discussed in the first activity?
  - Students prepare a thank-you letter and mail it to the businessperson interviewed.

## **Assessment & Evaluation of Student Achievement**

### **Diagnostic**

- Teachers provide students with informal feedback throughout the activity to ensure that both the process (interview questions and interview) and the final product (report) are done correctly.

### **Formative**

Knowledge/Understanding, Thinking/Inquiry, Communication, Application.

- Appendix 2.1 – Written Report Rubric is used by students prior to handing in the report for teacher assessment. Time is allotted to make corrections after the formative assessment.

### **Summative**

Knowledge/Understanding, Thinking/Inquiry, Communication, Application.

- The teacher assesses the report using Appendix 2.1 – Written Report Rubric.

## **Accommodations**

### **Enrichment**

- Compare and contrast two or more business people from diverse businesses. Examine their characteristics, skills, and traits. Do they match the model of the entrepreneur or enterprising person discussed in class? Do a gap analysis.

### **Alternative Strategies**

- Have biographies of entrepreneurs and enterprising people available. Students create questions based on the information presented in the articles.
- Encourage multicultural entrepreneurs if possible for ESL students.
- Allow ESL students to formulate questions and conduct the interview in their first language.

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- ESL students could translate the letter of introduction and the thank-you letter into their own language if they locate an appropriate entrepreneur who speaks their first language.
  - Students label, compare, and contrast enterprising people with entrepreneurs.
  - Have students work in interview teams by pairing up students with different ability levels.
  - Have contacts for students unable to decide whom to interview.
  - Have a pre-made list of interview questions.
  - Create a checklist of tasks to do.
  - Allow students to borrow school video or audio recorder.

### **Resources**

Burch, John G. *Entrepreneurship*. Toronto, ON: John Wiley and Sons Canada Limited, 1986.

Carpenter, Thomas. *Inventors—Profiles in Canadian Genius*. Camden East, ON: Camden House, 1990.

<http://www.entrepreneurmag.com>

The Interview Project, *OBEA Resource Book*, Volume 19, Number 2, Fall 1998.

### **Appendices**

Appendix 2.1 – The Written Report Rubric

Appendix 2.2.3 – Sample Questionnaire for Ask an Entrepreneur-Part A&B, from Introduction to Business (BBI10) Catholic Profile

## **Activity 3: The Pioneering Spirit**

**Time:** 4 hours

### **Description**

Students investigate previous trends and inventions. They then creatively present this information to the class.

### **Strand(s) & Learning Expectations**

**Strand(s):** Enterprising People and Entrepreneurs

#### **Overall Expectations**

EPV.03 - evaluate contributions made by entrepreneurs.

#### **Specific Expectations**

EP3.01 - describe how entrepreneurs can enhance consumers' satisfaction;

EP3.04 - determine how entrepreneurs are agents of change.

### **Prior Knowledge & Skills**

- Students should be familiar with using the Library/Resource Centre for research.

### **Planning Notes**

- Schedule the Library/Resource Centre for students to start their research on inventions.
- Students should be familiar with how to create and perform an interesting and dynamic presentation.  
Appendix 3.1 – Presentation Rubric should be given to students at the start of the activity.
- Local inventions need to be researched.

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## Teaching/Learning Strategies

- Introduce the topic by explaining how a certain product was invented. This may be done through a video or a story.
- Students choose a product or service to research. This topic should be able to be changed, if necessary, depending on the resources available after the student has started the research. The emphasis should be on how the entrepreneur enhanced consumer satisfaction and how the entrepreneur was an agent of change.
- Students research in the Library/Resource Centre. A variety of books on inventions, encyclopaedias, and Internet resources should be readily available. Students are required to complete the research for homework.
- Students should develop their presentations. Video clips, posters, demonstrations, and examples should be used to make the presentations more interesting and creative. Most of this work takes place outside of class time. The presentation should have a time limit of 3-4 minutes.
- Share presentation rubric with students.
- Students give their presentations.
- If time allows, the inventions may be discussed.
- Examples of inventions from the local community are provided by the teacher and discussed by the class.

## Assessment & Evaluation of Student Achievement

### Formative

Knowledge/Understanding, Thinking/Inquiry, Communication, Application

- Informal observation of the students is done by the teacher.
- The teacher provides verbal feedback to student responses.
- Appendix 3.1 – Presentation Rubric is used by students to evaluate their presentations.

### Summative

Knowledge/Understanding, Thinking/Inquiry, Communication, Application

- Appendix 3.1 – Presentation Rubric is used by the teacher.

## Accommodations

### Enrichment

- Students research local inventions.
- Students invent a product and give a presentation on that product, with emphasis on enhancing consumer satisfaction and explaining how the entrepreneur was a change agent.

### Alternative Strategies

- The teacher may pair certain students in the Library/Resource Centre to address individual special needs.
- The teacher should move around the Library/Resource Centre and provide feedback to students.
- Provide examples of dynamic and interesting presentations (e.g., videotape of exemplar presentations by previous student groups or exemplars provided by the Exemplar Project).
- Allow ESL students to research inventions from their country of origin/culture. This draws upon their background knowledge and adds to their self-esteem.
- The teacher may need to practise with students outside of class to overcome public-speaking anxiety, or have students present in pairs.
- Specific data collection sheets could be provided.
- Fewer components required for the final presentation.

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## Resources

Refer to Invention Resources provided in the Course Overview.

## Appendices

Appendix 3.1 – Presentation Rubric

## Activity 4: Skills and Portfolio Building

**Time:** 5 hours

### Description

Students assess their own entrepreneurial skills by building a bank of information about them to include in their portfolios. It may include self-assessment, learning styles, aptitudes, interests, skills inventories, self-reflection exercises, and other assessments from previous activities. Students then work in a group and build an effective team résumé that displays the collective skills, employment experience, awards, and accomplishments of the group. This résumé is used in a competition for a consulting contract being offered to the various groups in the class. Presentations are made by the competing teams to determine the best team for the contract.

### Strand(s) & Learning Expectations

**Strand(s):** Enterprising People and Entrepreneurs

#### Overall Expectations

EPV.01 - analyse the characteristics of enterprising people;

EPV.02 - analyse the characteristics of entrepreneurs;

EPV.04 - assess their own entrepreneurial potential.

#### Specific Expectations

EP1.05 - explain various ways in which they can be enterprising;

EP2.04 - describe how a variety of individuals have developed the skills and abilities of successful entrepreneurs;

EP4.01 - assess themselves to identify the entrepreneurial characteristics they possess;

EP4.02 - describe ways in which they have been enterprising or entrepreneurial in the past;

EP4.03 - analyse opportunities they have had to develop entrepreneurial skills and characteristics;

EP4.04 - determine their interest in potential enterprising or entrepreneurial careers.

### Prior Knowledge & Skills

- Internet use;
- Career Studies (GLC2O).

### Planning Notes

- Arrange access to a computer lab for on-line assessment on the Internet.
- Current availability of Internet sites should be checked for on-line self-assessment and entrepreneurial surveys; specifically the link from *What Colour is Your Parachute?* (<http://www.jobhuntersbible.com/>) and the Business Education Council of Niagara site (<http://jacc.becon.org>).
- If Internet access is not available; assessment tasks for personality, attitudes, skills, achievements, knowledge, learning styles, interests, values, strengths, weaknesses, interests, likes, dislikes, and entrepreneurial skills included in the Public or Catholic Career Studies (GLC2O) Course Profile can be used.

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## Teaching/Learning Strategies

- Using an on-line assessment system (<http://jacc.becon.org> or <http://www.jobhuntersbible.com>), students complete assessment exercises for self, personality, attitudes, skills, achievements, knowledge, learning style, values, strengths, weaknesses, interests, likes, dislikes, and entrepreneurial skills. The exercises are completed on-line, saved or printed, then added to the portfolio for later use in this activity (the consulting contract) and in The Venture Plan in Unit 5.
- A checklist is used to record the date each assessment is completed.
- Present a consulting contract opportunity to the class. Students, working in groups, compete for the contract.
- Form groups of three and combine the self-assessment activities of all three group members to divine an overall group assessment of skills, achievements, knowledge, learning style, interests, values, strengths, weaknesses, likes, dislikes, and entrepreneurial skills.
- Using the accumulated information from each person's assessments, students create a team résumé for the group using word-processing software. The résumé is used to apply for the consulting contract. Several Internet sites, including <http://www.jobhuntersbible.com>, can guide the résumé process. Word processing programs have built-in tools to create résumés.
- Develop a checklist rating scale or rubric.
- Analyse and evaluate each group résumé according to skills, aptitudes, and characteristics (Appendix 1.1) and award the winning group the contract.
- Read the winning résumé to the class and lead a discussion as to why the winning team résumé was chosen for the consulting contract. The discussion should lead to an understanding as to why all attributes can be utilized to make a more enterprising person.
- Using the results of the on-line assessment, students can determine a list of best possible career choices for themselves. If several are offered, one is chosen to research further.
- Students write a report on a word processor about the chosen career that includes the following information: a job description, education required, salary expectations, its future, and potential related careers. The teacher evaluates the written report, using Appendix 2.1. The written career report is placed in the student's portfolio for use later in Unit 5.

## Assessment & Evaluation of Student Achievement

Knowledge/Understanding, Thinking/Inquiry, Communication, Application

- The members of the group engage in processing and discussion around the assessment information that best reflects an effective group résumé.
- The teacher, using a checklist of enterprising and entrepreneurial skills that would be required by a consultant, does the group evaluation of the product. Appendix 1.1 – Skills, Aptitudes, and Characteristics Checklist, for the evaluation.
- It is important that the teams have an opportunity to fine-tune the product before the product is submitted to the teacher for grading.
- The teacher evaluates the group résumé and awards the contract to the best group for the job.
- The teacher uses a written report rubric to evaluate the student's written career report.

## Accommodations

### Enrichment

- The résumé may be done using an electronic communications tool, such as a slide show, video, or webpage.
- Students research various realistic consulting careers.

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### Alternative Strategies

- The teacher should take into consideration the student’s IEP for specific accommodations and suggestions that address the student’s learning needs.
- Students can be grouped according to strengths to ensure homogeneity within groups.
- Pairing students on the computer for research and word processing can encourage the sharing of technological skills.
- The teacher may use reading partners or modify reading requirements for some students.
- More time may be allowed; notes may be taken in point form or by a peer; and the editing/spell/grammar checker tools may be utilized on the computer.
- Ensure that ESL students are familiar with and understand the vocabulary of personality, attitudes, aptitudes, skills, achievements, knowledge, learning styles, interests, values, strengths, weaknesses, interests, likes, dislikes.
- The teacher may ask what qualities are valued by businesses in other cultures (e.g., Middle East, Pacific Rim, Eastern Europe, etc.).

### Resources

See Overview Career Resources

### Appendices

Appendix A – Action Plan, from Career Studies (GLC2OC) Catholic Profile.

Appendix 2.1 – Written Report Rubric

## Appendix 1.1

### Enterprising/Entrepreneurial Skills, Aptitudes, Characteristics Checklist

Commitment		Perseverance	
Desire to be successful		Moderate risk taker	
Goal setter		Seeks and uses feedback effectively	
Takes action, shows initiative		Positive response to failure	
Problem-solving skills		Low need for status and power	
Need to achieve		Integrity and reliability	
Self-reliant		Team builder	
Good health		High energy	
Creativity and innovative nature		Tolerance of ambiguity and uncertainty	
Self-confident		Emotional stability	

## Appendix 2.1

### Written Report Rubric

Criteria	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
<b>Knowledge/Understanding</b>				
Understanding of concepts, principles and theories  Key concepts/ principles/ theories related to the expectation	- demonstrates limited understanding of the key concepts, principles and theories	- demonstrates some understanding of the key concepts, principles and theories	- demonstrates considerable understanding of the key concepts, principles and theories	- demonstrates a thorough and insightful understanding of the key concepts, principles and theories
<b>Thinking/ Inquiry</b> Inquiry skills	- demonstrates limited ability to use specific strategies to gather information and generate ideas for a written report	- demonstrates limited ability to use specific strategies to gather information and generate ideas for a written report	- demonstrates limited ability to use specific strategies to gather information and generate ideas for a written report	- demonstrates limited ability to use specific strategies to gather information and generate ideas for a written report
<b>Communication</b> Communication of information and ideas	- demonstrates limited ability to use language conventions to write correctly	- demonstrates some ability to use language conventions to write correctly	- demonstrates considerable ability to use language conventions to write correctly	- demonstrates a high degree of ability to use language conventions to write correctly

**Note:** A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

## Appendix 3.1

### Presentation Rubric

Criteria	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
<b>Knowledge/Understanding</b>				
Knowledge of facts and terms	- demonstrates limited knowledge of facts and terms	- demonstrates some knowledge of facts and terms	- demonstrates considerable knowledge of facts and terms	- demonstrates thorough insightful knowledge of facts and terms
Understanding of concepts, principles, and theories	- demonstrates limited ability to identify and explain content on topic	- demonstrates some ability to identify and explain content on topic	- demonstrates considerable ability to explain content on topic	- demonstrates through ability to explain all aspects of content on topic
<b>Thinking/Inquiry</b>				
Critical and creative thinking skills (e.g., to identify the problem, topic, issue, explore alternative, collect the data)	- demonstrates limited ability to use specific strategies to gather information and generate ideas for a presentation	- demonstrates some ability to use specific strategies to gather information and to generate ideas for a presentation	- demonstrates considerable ability to use specific strategies to gather information and to generate ideas for a presentation	- demonstrates considerable ability to use specific strategies to gather information and to generate ideas for a presentation
<b>Application</b>				
Application of concepts, skills, and procedures in familiar (to new) contexts	- demonstrates limited ability to use an organizational pattern to structure ideas for a presentation	- demonstrates some ability to use an organizational pattern to structure ideas for a presentation	- demonstrates considerable ability to use an organizational pattern to structure ideas for a presentation	- demonstrates a high degree of ability to use an organizational pattern to structure ideas for a presentation
Use of equipment, materials and technology	- demonstrates limited ability to use strategies for style, text, background, timing or transitions	- demonstrates limited ability to use strategies for style, text, background, timing or transitions	- demonstrates limited ability to use strategies for style, text, background, timing or transitions	- demonstrates limited ability to use strategies for style, text, background, timing or transitions

**Note:** A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.