



The Bishop Strachan School
Department Name: Canadian, Business and World Studies

Course Title: Entrepreneurship: The Venture

Grade Level: 11

Ministry Course Code: BDI3C

Teacher's Name: Fraser Landry

Developed by: Fraser Landry

Date: September 1, 2006

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**Developed from: The Ontario Curriculum Business Studies, Grades 11 and 12,
2006 (revised)**

**Text: *Building A Dream* .Walter S. Good 7th Edition, Toronto: McGraw-Hill
Ryerson, 2008.**

Prerequisite: None

Credits: 1.0

Length: 110 hours

Course Description/Rationale

This course focuses on ways in which entrepreneurs recognize opportunities, generate ideas, and organize resources to plan successful ventures that enable them to achieve their goals. Students will create a venture plan for a school-based or student-run business. Through hands-on experiences, students will have opportunities to develop the values, traits, and skills most often associated with successful entrepreneurs.

Overall Curriculum Expectations

Enterprising People and Entrepreneurs

1. analyze the characteristics and contributions of enterprising people;
2. compare the characteristics and contributions of various entrepreneurs;
3. assess their own entrepreneurial and enterprising potential.

Ideas and Opportunities for New Ventures

4. explain the importance of invention and innovation to venture creation;
5. analyze various methods of generating ideas and identifying opportunities to satisfy needs and wants;
6. generate realistic new ideas and identify possible opportunities for a school-based or student-run business;
7. conduct primary and secondary marketing research to evaluate the idea or opportunity for their proposed venture.

The Benefits of a Venture Plan

8. assess the importance of having a venture plan;
9. analyze the structure and content of a venture plan;
10. explain how to evaluate and revise a venture plan.

Developing and Completing a Venture Plan for the Proposed Business:

11. analyze the resources required to run their chosen venture;
12. complete the components of an effective production plan for their chosen venture;
13. complete the components of an effective marketing plan for their chosen venture;
14. complete the components of an effective financial plan for their chosen venture;
15. produce, using appropriate software, a venture plan for their chosen venture.

Instructional Hours Summary

Course Content Unit	Classroom Hours	Field Trip Hours	Exam Hours	Independent Study/Student Teacher Conference	Total
Enterprising People and Entrepreneurs	9				9
Ideas and Opportunities	13			2	15
Organizing Resources	15				15
The Financial Plan	15				15
The Venture Plan	22				22
Developing a Venture	24	6	4		34
Total	98	6	4	2	110

Unit Descriptions

Unit 1 – Enterprising People and Entrepreneurs

Students will analyze the characteristics of enterprising people and entrepreneurs to evaluate the contributions made by entrepreneurs and to assess their own entrepreneurial potential.

Unit 2 – Ideas and Opportunities

Students will learn the importance of invention and innovation to venture creation; analyze various methods of generating opportunities and ideas for new venture; generate ideas for possible new ventures; identify a specific opportunity that can become the basis for a venture plan.

Unit 3 – Organizing Resources

Students will analyze the resources required for a new venture; demonstrate an understanding of the components of an effective production plan and marketing plan

Unit 4 – The Financial Plan

Students will demonstrate how a venture can establish specific financial objectives; the purpose and structure of a cash-flow projection; compare sources of venture capital.

Unit 5 – The Venture Plan

Students will assess the importance of having a venture plan, analyze and develop a venture plan and explain how to evaluate and revise a venture plan.

Unit 6 – Developing a Venture

Students will apply the knowledge of entrepreneurial ventures by:

- a) Creating a virtual online venture.
- b) Running a for-profit in-school event or sale.

Teaching/Learning Strategies

<input checked="" type="checkbox"/> Lecture	<input checked="" type="checkbox"/> Brainstorming	<input type="checkbox"/> Group critique
<input checked="" type="checkbox"/> Demonstration	<input checked="" type="checkbox"/> Group work	<input type="checkbox"/> Videotape critique
<input checked="" type="checkbox"/> Reading	<input type="checkbox"/> Committee	<input type="checkbox"/> Self analysis
<input checked="" type="checkbox"/> Structured discussion	<input type="checkbox"/> Debate	<input checked="" type="checkbox"/> Peer analysis
<input checked="" type="checkbox"/> Practical exercise	<input type="checkbox"/> Forum	<input type="checkbox"/> Tutor analysis
<input type="checkbox"/> Drill	<input type="checkbox"/> Panel	<input checked="" type="checkbox"/> Teacher analysis
<input type="checkbox"/> Case study	<input type="checkbox"/> Seminar	<input type="checkbox"/> Field trip
<input checked="" type="checkbox"/> Role play	<input type="checkbox"/> Symposium	<input type="checkbox"/> Game
<input type="checkbox"/> Algorithm	<input type="checkbox"/> Listening team	<input checked="" type="checkbox"/> Independent study
<input type="checkbox"/> Discovery	<input checked="" type="checkbox"/> Research project	
<input checked="" type="checkbox"/> Conference	<input checked="" type="checkbox"/> Workshop	
<input type="checkbox"/> Interview		

Assessment/Evaluation Strategies

Paper and Pencil	Performance Methods	Personal Communication	Other
Tests	Projects	Interviews	Teacher anecdotal records
Works sheets	Presentations	Conferences	Teacher log
Examinations	Role playing	Classroom discussion	Checklists
	Demonstrations	Seminars	Rubrics
	Diagrams	Self evaluation	
	Constructions	Peer evaluation	

Assessment/Evaluation

Seventy per cent (70%) of the final grade will be based on evaluations conducted throughout this course. This portion of the grade should reflect the students' *most consistent level of achievement* throughout this course, although special consideration should be given to the more recent evidence of achievement.

Thirty per cent (30%) of the final grade will be based on a final evaluation in the form of an examination, performance, essay, and/or other method of evaluation suitable to the course content and administered towards the end of the course.

Teachers will ensure that student work is assessed and/or evaluated in a balanced manner with respect to the four categories (see below), and that achievement of particular expectations is considered within the appropriate categories. The four categories should be considered as interrelated, reflecting the wholeness and interconnectedness of learning. The categories of knowledge and skills are:

- Knowledge and Understanding (20-30%)
- Thinking (20-30%)
- Communication (20-30%)
- Application (20-30%)

Type of Assessment	Unit Title/Length	Overall Expectations (see pg 2)	Assessment Strategies
70%	1. Enterprising People and Entrepreneurs	1, 2, 3	Profile of a Future Entrepreneur Test
	2. Ideas and Opportunities	4, 5, 6	Test Your 2020 Vision
	3. Organizing Resources	7, 11, 13	In-school venture/event Market Research and Marketing Plan
	4. The Financial Plan	14	Test Financial Strategies
	5. The Venture Plan	8, 9, 10, 15	Venture Plan
	6. Developing a Venture	12,	Web Site Critique and Presentation
30%	Summative	15	Venture Plan Final Report
		10	Exam/Venture Plan Activity

Course Resources

Building A Dream Walter S. Good 7th Edition, Toronto: McGraw-Hill Ryerson, 2008.

Autodesk® Inventor™ - The Inventor model is an accurate 3D digital prototype that enables users to validate design and engineering data as they work

Achievement Chart – Business Studies, Grades 9–12

Categories	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
Knowledge and Understanding <i>Subject-specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding)</i>				
The student:				
Knowledge of content (e.g., facts, vocabulary and terms, procedures)	– demonstrates limited knowledge of content	– demonstrates some knowledge of content	– demonstrates considerable knowledge of content	– demonstrates thorough knowledge of content
Understanding of content (e.g., concepts, principles, theories, methodologies, relationships)	– demonstrates limited understanding of content	– demonstrates some understanding of content	– demonstrates considerable understanding of content	– demonstrates thorough understanding of content
Thinking <i>The use of critical and creative thinking skills and/or processes</i>				
The student:				
Use of planning skills (e.g., focusing research, formulating questions, gathering information, selecting strategies, organizing a project)	– uses planning skills with limited effectiveness	– uses planning skills with some effectiveness	– uses planning skills with considerable effectiveness	– uses planning skills with a high degree of effectiveness
Use of processing skills (e.g., analysing, interpreting, assessing, reasoning, generating, evaluating, integrating, synthesizing, seeking a variety of perspectives, forming conclusions)	– uses processing skills with limited effectiveness	– uses processing skills with some effectiveness	– uses processing skills with considerable effectiveness	– uses processing skills with a high degree of effectiveness
Use of critical/creative thinking processes (e.g., evaluation of business situations, decision making, problem solving)	– uses critical/creative thinking processes with limited effectiveness	– uses critical/creative thinking processes with some effectiveness	– uses critical/creative thinking processes with considerable effectiveness	– uses critical/creative thinking processes with a high degree of effectiveness
Communication <i>The conveying of meaning through various forms</i>				
The student:				
Expression and organization of ideas and information (e.g., clear expression, logical organization) in oral, visual, and written forms, including electronic forms (e.g., presentations, charts, graphs, tables, maps, models, web pages, spreadsheets, flyers, financial statements, letters, memos, reports)	– expresses and organizes ideas and information with limited effectiveness	– expresses and organizes ideas and information with some effectiveness	– expresses and organizes ideas and information with considerable effectiveness	– expresses and organizes ideas and information with a high degree of effectiveness

Categories	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
Communication (cont.)				
The student:				
Communication for different audiences and purposes in oral, visual, and written forms, including electronic forms	– communicates for different audiences and purposes with limited effectiveness	– communicates for different audiences and purposes with some effectiveness	– communicates for different audiences and purposes with considerable effectiveness	– communicates for different audiences and purposes with a high degree of effectiveness
Use of conventions, vocabulary, and terminology of the discipline in oral, visual, and written forms, including electronic forms	– uses conventions, vocabulary, and terminology of the discipline with limited effectiveness	– uses conventions, vocabulary, and terminology of the discipline with some effectiveness	– uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness	– uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness
Application <i>The use of knowledge and skills to make connections within and between various contexts</i>				
The student:				
Application of knowledge and skills (e.g., concepts, processes, use of technology and materials) in familiar contexts	– applies knowledge and skills in familiar contexts with limited effectiveness	– applies knowledge and skills in familiar contexts with some effectiveness	– applies knowledge and skills in familiar contexts with considerable effectiveness	– applies knowledge and skills in familiar contexts with a high degree of effectiveness
Transfer of knowledge and skills (e.g., choice of tools and software, ethical use, concepts, procedures) to new contexts	– transfers knowledge and skills to new contexts with limited effectiveness	– transfers knowledge and skills to new contexts with some effectiveness	– transfers knowledge and skills to new contexts with considerable effectiveness	– transfers knowledge and skills to new contexts with a high degree of effectiveness
Making connections within and between various contexts (e.g., connections between business studies and personal experiences, opportunities, social and global challenges and perspectives; cross-curricular and multi-disciplinary connections)	– makes connections within and between various contexts with limited effectiveness	– makes connections within and between various contexts with some effectiveness	– makes connections within and between various contexts with considerable effectiveness	– makes connections within and between various contexts with a high degree of effectiveness