



## Malvern Collegiate Institute

### Course Outline

Grade 12, Open  
Course Code: BDI3C

<b>Course Developer:</b>	Mr. Andy Honywill
<b>Development Date:</b>	September 2021
<b>Revised Date:</b>	September 2021
<b>Developed from:</b>	The Ontario Curriculum, Grades 11 and 12, Business Studies Revised, 2006
<b>Course title:</b>	Business Leadership: Management Fundamentals
<b>Department:</b>	Business Studies
<b>Department Head:</b>	Mr. Vik Rao
<b>Teacher's Name:</b>	Mr. Andy Honywill
<b>Text:</b>	No Textbook required
<b>Resources:</b>	<a href="http://www.mrhonywill.com">www.mrhonywill.com</a> , Google Classroom & Brightspace
<b>Credit Value:</b>	1 credit
<b>Prerequisite:</b>	None

## 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 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.

## CURRICULUM EXPECTATIONS

As the students complete each of the 6 Units of the course, students will meet each of the expectations of the Ontario Ministry Curriculum Document. The table below shows the overall expectations that the students will meet during the course.

STRANDS	OVERALL EXPECTATIONS
STRAND A	A1 Analyse the characteristics and contributions of enterprising people A2 Compare the characteristics and contributions of various entrepreneurs A3 Assess their own entrepreneurial and enterprising potential.
STRAND B	B1 Explain the importance of invention and innovation to venture creation. B2 Analyse various methods of generating ideas and identifying opportunities to satisfy needs and wants. B3 Generate realistic new ideas and identify possible opportunities for a school-based or student-run business. B4 Conduct primary and secondary marketing research to evaluate the idea or opportunity for their proposed venture.
STRAND C	C1 Assess the importance of having a venture plan. C2 Analyse the structure and content of a venture plan. C3 Explain how to evaluate and revise a venture plan.
STRAND D	D1 Analyse the resources required to run their chosen venture. D2 Complete the components of an effective production plan for their chosen venture. D3 Complete the components of an effective marketing plan for their chosen venture. D4 Complete the components of an effective financial plan for their chosen venture. D5 Produce, using appropriate software, a venture plan for their chosen venture.

<b>UNITS OF STUDY</b>		
<b>Unit</b>	<b>Title</b>	<b>Time</b>
<b>1</b>	<b>What is Entrepreneurship?</b>	<b>18 Hours</b>
<b>2</b>	<b>Exploring Opportunities</b>	<b>18 Hours</b>
<b>3</b>	<b>Building the Business</b>	<b>18 Hours</b>
<b>4</b>	<b>Marketing</b>	<b>19 Hours</b>
<b>5</b>	<b>Business Management</b>	<b>19 Hours</b>
<b>6</b>	<b>Expanding Business &amp; Exit Strategy</b>	<b>18 Hours</b>
		Total: 110 hrs

### Teaching & Learning Strategies

<b>TEACHING &amp; LEARNING STRATEGIES</b>		
<p>The strategies used are varied to meet the needs and the range of learning styles encountered, and may include the following:</p>		
<b>Some of the strategies, methods and tools used in this course.</b>		
Quizzes Tests Assignments Presentations Reflections Target Questioning	Board work Direct Instruction Discussion Homework Group Work Role Playing Think-Pair-Share Brainstorming Graphic Organizers Independent Reading Key Terms Previewing Conferencing Structure & Templates (Notes)	Rubrics Checklists Anecdotal Comments Marking Schemes Oral Communication Planning Sheets
<p>Practice will be adapted as the course progresses to suit the specific needs of individuals and the collective group where suitable and appropriate.</p>		

## Assessment & Evaluation

### STRATEGIES FOR ASSESSMENT & EVALUATION OF STUDENT PERFORMANCE

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

Assessing, evaluating and reporting on the achievement of curriculum expectations and on the demonstration of learning skills and work habits is done separately, apart from when learning skills and work habits may be included as part of a curriculum expectation. All curriculum expectations are accounted for in instruction and assessment. Evidence of student achievement for assessment is collected over time from three different sources: observations, conversations and student products.

#### ***Learning Skills and Work Habits***

The development, assessments and evaluation of learning skills and work habits will occur in the following areas: responsibility, organization, independent work, collaboration, initiative and self-reflection. Learning skills and work habits, apart from when learning skills and work habits may be included as part of a curriculum expectation, will not be considered in the determination of a student's grade.

#### ***Categories of Knowledge and Skills; Levels of Achievement***

Students will have numerous and varied opportunities to demonstrate the full extent of their achievement of the content standards (curriculum expectations) and performance standards (achievement chart) in a balanced manner across the four categories of knowledge and skills: knowledge and understanding, thinking / inquiry, communication and application. Four levels of achievement (Levels 1 to 4) are identified on the achievements chart for business studies. Depending on the task or activity, students may receive marks, achievement levels or comments.

### ASSESSMENT FOR/AS/OF LEARNING

#### **Assessment FOR Learning:**

Assessment that is intended to provide students the opportunity to apply their learning. This assessment is formative in nature: providing both the student and the teacher with insight into the learning that is taking place. This assessment does not count toward the student's grade.

Goal(s): To allow students to practice skills and apply knowledge, and to guide the next steps for instruction and learning.

Examples: formative quizzes, exercises, and presentations.

#### **Assessment AS Learning:**

Assessment that is intended to provide students the opportunity to reflect upon their learning. This assessment is formative in nature: providing both the student and the teacher with insight into the student's own reflection upon his/her learning. This assessment does not count toward the student's grade.

Goal(s): To develop student metacognition. In other words, to give students insight into their own thinking and learning and to help students develop and refine strategies to use in future learning.

Examples: reflective journals, exit cards.

#### **Assessment OF Learning:**

Assessment that is intended to depict a student's level of achievement at a given point in time. This assessment is summative in nature, and thus will count toward the student's grade.

Goal(s): To provide the student with a mark that will inform the student and other interested parties of the student's relative achievement with respect to the course curriculum.

Examples: summative quizzes, tests, essays, reports, labs, and presentations

**ACHIEVEMENT CHART WEIGHTING**

The balance of the weighting of the categories of the achievement chart throughout the course is:

Knowledge:	25%	Communication:	25%
Thinking/Inquiry:	25%	Application:	25%

**FINAL GRADE**

<b>Categories of Mark Breakdown</b>	<b>Percentage of Final Mark</b>
Assessment of Learning Tasks Throughout the Semester 6 x Unit Assessments (6 x 12.5%)	75%
Venture Plan (15%) Business Venture Presentation (10%)	25%

### Achievement Chart – Business Studies, Grades 9–12

Categories	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
<b>Knowledge and Understanding</b> <i>Subject-specific content acquired in each course (knowledge), and the comprehension of its meaning and significance (understanding)</i>				
<b>The student:</b>				
Knowledge of content (e.g., facts, terms, definitions, 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, relationships, methodologies and/or technologies)	– demonstrates limited understanding of content	– demonstrates some understanding of content	– demonstrates considerable understanding of content	– demonstrates thorough understanding of content
<b>Thinking</b> <i>The use of critical and creative thinking skills and/or processes</i>				
<b>The student:</b>				
Use of planning skills (e.g., focusing research, 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 ideas, 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, problem solving, decision making, detecting bias, research)	– 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
<b>Communication</b> <i>The conveying of meaning through various forms</i>				
<b>The student:</b>				
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)
<b>Communication (cont.)</b>				
<b>The student:</b>				
Communication for different audiences (e.g., peers, business clients, company supervisor) and purposes (e.g., to inform, to persuade) 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
<b>Application</b> <i>The use of knowledge and skills to make connections within and between various contexts</i>				
<b>The student:</b>				
Application of knowledge and skills (e.g., concepts, procedures, 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 standards, concepts, procedures, technologies) 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 multidisciplinary 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

*Note:* A student whose achievement is below 50% at the end of a course will not obtain a credit for the course.

## LATE/MISSED ASSIGNMENTS & PLAGIARISM

### Late Assignments

Teachers assign work because it is of value in the learning process. Therefore, students are expected to hand in all assignments, and they should be handed in on time. If a student does not complete an assessment by the deadline the teacher may record an "N" (for non-submitted assignment) in their mark record. The teacher will then use their professional judgment and work with students to determine the subsequent course of action on an **individual basis**.

### Missed Assignments

Students are expected to complete all assigned work. If an assignment has already been marked and returned to students, the student who has missed is still expected to complete the assignment or to write the test. In order to ensure the integrity of this process, the student may be expected to do this over the lunch hour or after school. Where a student may have gained an unfair advantage over other students, or in cases where the integrity of the assessment may be in question, the student will still complete the assignment, but the assessment will not necessarily become part of the teacher's mark record for the student. The teacher will use this assessment as part of their decision using professional judgment as to how well the student has achieved the overall expectations of the course and in assigning a final mark to the student.

### Plagiarism and Cheating

Students are responsible for being academically honest in all aspects of their schoolwork. Academic dishonesty includes a variety of behaviors including cheating, plagiarism, forgery, and facilitating or aiding academic dishonesty. Such behaviors impede the learning process and threaten the educational environment for all students.

Students must understand that the tests/exams they complete and the assignments they submit for evaluation must be their own work and that cheating, and plagiarism will not be condoned.

It is important that students and parents understand the gravity of such behavior and the importance of acknowledging the work of others.

Plagiarism may take many forms, including the following:

- Copying word for word from any outside source without proper acknowledgment.
- Paraphrasing ideas from any outside source without proper acknowledgment.
- Submitting in whole or in part work completed by another student.
- Allowing one's essay, assignment and/or test answers to be copied by another student.

Consequences for a student who cheats or plagiarizes.

The teacher will use professional judgment and work with the student to determine the course of action on an **individual basis**.

- Subsequent incidents will be reported to the Principal and will be tracked.
- Where the integrity of an evaluation activity has been compromised, the student is still responsible for meeting the missed expectations. For a first offence, the teacher should provide an opportunity for the student to re-submit the evaluation activity or an alternate assignment with no penalty. at the teacher's discretion, the student may be required to complete the evaluation activity under supervised conditions.
- In those instances where a student demonstrates a pattern of behaviour, the school principal may determine an appropriate consequence.
- **Choosing not to complete the alternate evaluation activity or losing the opportunity due to repeated offences, will result in a mark of 0 being assigned.**



**PROGRAM & PLANNING CONSIDERATIONS**

<b>The Role of Technology in the Curriculum</b>	The use of technology has given students access to additional and powerful resources. Internet links allow students to access a wide variety of statistical information for application purposes. Students can also access Microsoft Word and Power Point presentations as well as review material provided by the publisher.
<b>Career Education</b>	The knowledge and skills that students acquire in BOH4M are useful in preparation for post-secondary education. References are made throughout the course to applications of leadership, economics, media, and various other and global issues and topics. Students are made aware of these options and are encouraged to investigate areas of interest to them.
<b>English as A Second Language</b>	As all students who are not native English speaking will be allowed to use dictionaries during assessments for and as learning. Furthermore, they will be encouraged to speak English in class through pair/group work, and small class presentations.

**ONLINE RESOURCES**

<b>MRHONYWILL.COM</b>	MrHonywill.com will be available to students on this course, students will be able to access a range of subject matter specific to the course. <a href="http://www.mrhonywill.com">www.mrhonywill.com</a>
<b>GOOGLE CLASSROOM</b>	Students can access all course material using Google Classroom:
<b>BRIGHTSPACE</b>	The course content, lessons and assessments are also available using Brightspace