

# RICHVIEW COLLEGIATE INSTITUTE

## Student Course Outline/Parent Information Sheet

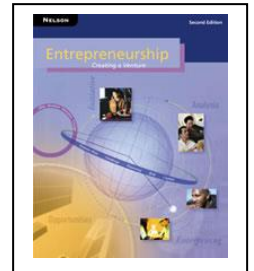
<b>PROGRAM AREA:</b> Business Studies	<b>COURSE NAME:</b> Entrepreneurship
<b>COURSE CODE:</b> BDI 3C1	<b>GRADE/LEVEL:</b> Grade Eleven
<b>PREREQUISITE:</b> It is recommended that students have previously taken Introduction to Business (BBI2O1) to enroll in this course.	<b>CREDIT VALUE:</b> One

**Teacher:** R. Sloan      **Email:** Ryan.Sloan@tdsb.on.ca

**Cost of Textbook/Equipment Replacement:** \$100.00

**Textbooks:** Entrepreneurship: Creating a Venture, 2nd Edition, Lori Cranson and Madeline Dennis. 2001, Nelson Canada

**Room Number:** 223



### **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.

This course is extremely practical and useful for any students planning to enter business courses offered at universities and/or colleges; and further, for individuals aspiring to enter the world of business upon completion of their educational studies.

### **CURRICULUM STRANDS (UNITS) and OVERALL EXPECTATIONS:**

#### **UNIT 1: Enterprising People and Entrepreneurs**

##### **Overall Expectations**

**By the end of this course, students will:**

- o analyse the characteristics and contributions of enterprising people;
- o compare the characteristics and contributions of various entrepreneurs;
- o assess their own entrepreneurial and enterprising potential.

#### **UNIT 2: Ideas and Opportunities for New Ventures**

##### **Overall Expectations**

**By the end of this course, students will:**

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

#### **UNIT 3: The Benefits of a Venture Plan**

##### **Overall Expectations**

**By the end of this course, students will:**

- o assess the importance of having a venture plan;
- o analyse the structure and content of a venture plan;
- o explain how to evaluate and revise a venture plan.

## UNIT 4: Developing and Completing a Venture Plan for the Proposed Business

### Overall Expectations

#### **By the end of this course, students will:**

- o analyse the resources required to run their chosen venture;
- o complete the components of an effective production plan for their chosen venture;
- o complete the components of an effective marketing plan for their chosen venture;
- o complete the components of an effective financial plan for their chosen venture;
- o produce, using appropriate software, a venture plan for their chosen venture.

### ASSESSMENT AND EVALUATION:

Assessment and Evaluation are based on the expectations and levels of achievement outlined in the provincial curriculum document for each subject. A wide range of assessment and evaluation opportunities allows students to demonstrate their learning in a variety of ways. This information provides the basis for reporting student grades on the Provincial Report Card. A final mark will be calculated using the following categories or strands.

**70% Course Evaluation** (based on the following % breakdown of categories/strands):

Communication (25%)	Knowledge/Understanding (25%)	Thinking and Inquiry (25%)	Application/Making Connections (25%)
Demonstrating the ability to communicate information and ideas through written and oral communication for different audiences and purposes using a variety of forms.	Demonstrating knowledge of facts and terms, understanding concepts, principles and theories and their relationship to one another and society.	Demonstrating critical and creative thinking skills through decision-making and problem solving. Also includes analysing and evaluating information and drawing conclusions.	Demonstrating the ability to apply knowledge, skills and concepts to real life situations.

### 30% Final Evaluation 1. Performance Task – Venture Plan

#### **Students' Responsibilities With Respect to Evidence for Evaluation:**

Students are responsible for providing evidence of their learning within established timelines, and there are consequences for cheating, plagiarizing, not completing work, and submitting work late.

#### **Missed Assessments**

- 1) Students who know ahead of time that they will miss an assessment are expected to discuss the situation beforehand with the subject teacher and any group peers that may be affected.
- 2) Students who miss an in-class summative assessment for an unauthorized reason may lose the opportunity to complete the task.

#### **Deadlines**

Deadlines are realistic in the normal working life outside the school setting. At appropriate times throughout the school year (e.g., at the beginning of the term, when an assignment is given, etc.), teachers will communicate deadlines and the consequences for not completing assignments for evaluation or for submitting those assignments late.

#### **Cheating & Plagiarism**

We at Richview C.I. expect all those in our learning community to act in an **honest** manner. Plagiarism is defined in Ministry policy as the use or close imitation of the language and thoughts of another without attribution, in order to represent them as one's own original work. All student work must be your own and cheating and plagiarism will not be condoned. Possible consequences may include (but are not limited to): parental contact; resubmission of student's own original work; mark of zero; detention; and/or suspension.

## Learning Skills

The following learning skills will be taught and assessed throughout the course and will be shown on the report card. Student performance in these skill areas will not be included in the final numeric mark. It is important to remember, however, that the development and consistent practice of these skills will influence academic achievement. These skills include:

E - Excellent G – Good S - Satisfactory N - Needs Improvement

<b>Responsibility</b>	<b>Organization</b>
<ul style="list-style-type: none"><li>• Completes and submits class work, homework, and assignments according to agreed upon timelines, and takes responsibility for and manages own behaviour.</li></ul>	<ul style="list-style-type: none"><li>• Develops a plan for completing work, establishes priorities and manages time to complete tasks and achieve goals.</li></ul>
<b>Independent Work</b>	<b>Collaboration</b>
<ul style="list-style-type: none"><li>• Uses class time appropriately to complete tasks</li></ul>	<ul style="list-style-type: none"><li>• Builds healthy relationships and accepts various roles and an equitable share of work in a group.</li></ul>
<b>Initiative</b>	<b>Self-Regulation</b>
<ul style="list-style-type: none"><li>• Approaches tasks with curiosity and interest and demonstrates a willingness to take risks.</li></ul>	<ul style="list-style-type: none"><li>• Perseveres through challenges, and seeks clarification or assistance when needed.</li></ul>