

# Economic Education

## *Entrepreneurship 3209*

### Interim Edition



*Curriculum Guide  
2011*



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# Introduction

## Aims of Social Studies

The vision for the social studies curriculum is to enable and encourage students to examine issues, respond critically and creatively, and make informed decisions as individuals and as citizens of Canada and of an increasingly interdependent world.

An effective social studies curriculum prepares students to achieve all essential graduation learnings. In particular, social studies, more than any other curriculum area, is vital in developing citizenship. Social studies embodies the main principles of democracy, such as freedom, equality, human dignity, justice, rule of law, and civic rights and responsibilities.

The social studies curriculum provides opportunities for students to explore multiple approaches that may be used to analyze and interpret their own world and the world of others. Social studies presents unique and particular ways for students to view the interrelationships among Earth, its people, and its systems. The knowledge, skills, and attitudes developed through the social studies curriculum empower students to be informed, responsible citizens of Canada and the world, and to participate in the democratic process to improve society.

In particular, the social studies curriculum:

- integrates the concepts, processes, and ways of thinking drawn from the diverse disciplines of the social sciences (including history, geography, economics, political science, sociology, and anthropology). It also draws from literature and the pure sciences;
- provides the multidisciplinary lens through which students examine issues affecting their lives from personal, provincial, national, academic, pluralistic, and global perspectives.

## Purpose of Curriculum Guide

The overall purpose of this curriculum guide is to advance social studies education and social studies teaching and learning.

More specifically, this curriculum guide:

- provides detailed curriculum outcomes to which educators can refer when making decisions concerning learning, experiences, instructional techniques, and assessment strategies in Entrepreneurship 3209;
- informs both educators and members of the general public about the philosophy and scope of Entrepreneurship 3209;
- promotes effective learning and teaching for students enrolled in Entrepreneurship 3209.

## Guiding Principles

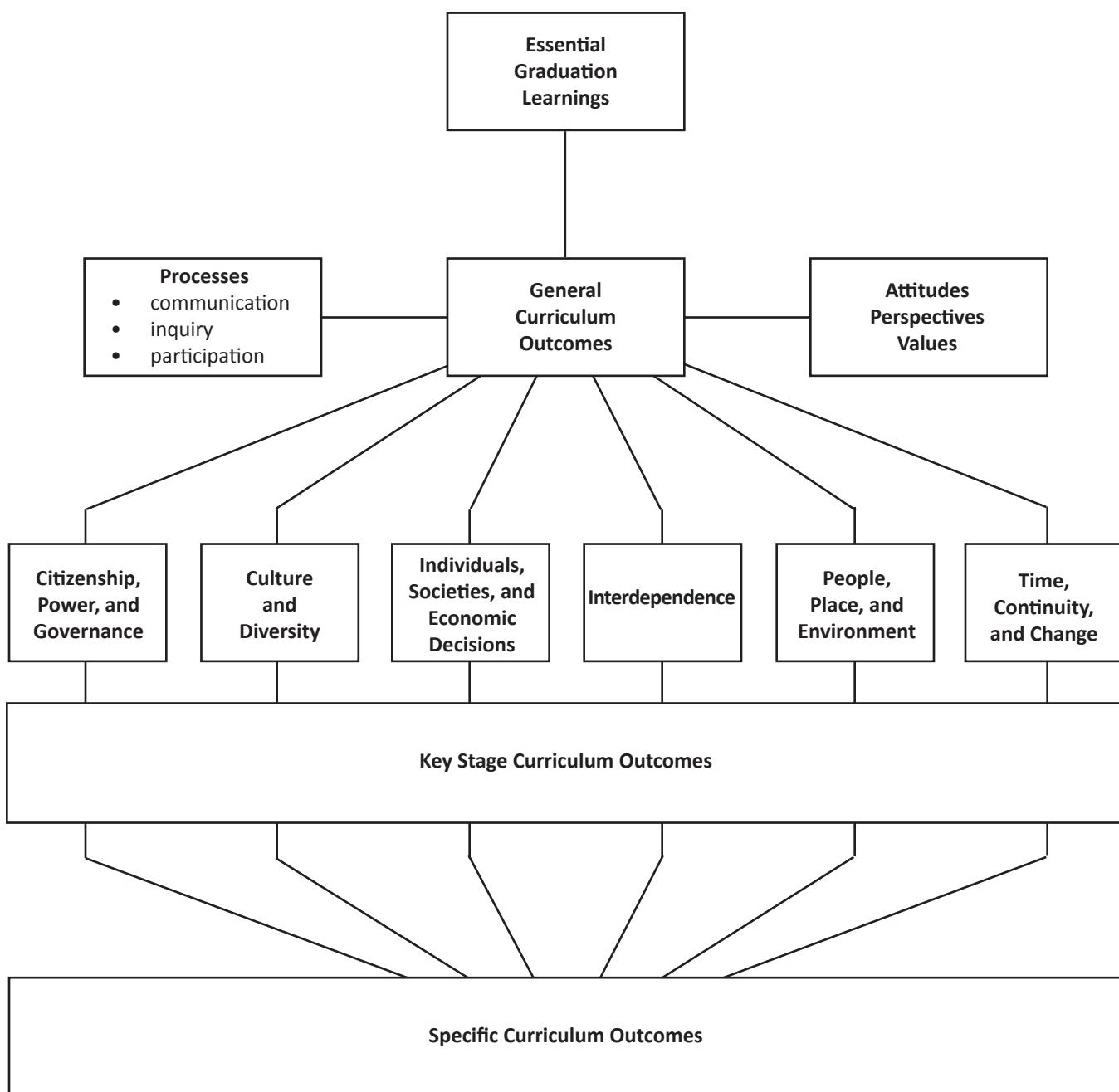
All social studies curriculum and resources should reflect the principles, rationale, philosophy, and content of the Foundation for the Atlantic Canada Social Studies Curriculum (1999) by:

- being meaningful, significant, challenging, active, integrative, and issues based;
- being consistent with current research pertaining to how children learn;
- incorporating multiple perspectives;
- promoting the achievement of Essential Graduation Learnings (EGLs), General Curriculum Outcomes (GCOs), and Key-Stage Curriculum Outcomes (KSCOs);
- reflecting a balance of local, national, and global content;
- promoting achievement in the processes of communication, inquiry, and participation;
- promoting literacy through the social studies;
- developing knowledge, skills, and attitudes for lifelong learning;
- promoting the development of informed and active citizens;
- contributing to the achievement of equity and supporting diversity;
- supporting the realization of an effective learning environment;
- promoting opportunities for cross-curricular connections;
- promoting resource-based learning;
- promoting the integration of technology in learning and teaching social studies; and
- promoting the use of diverse learning and assessment strategies.

# Program Design

## Overview

This social studies curriculum is based on Foundation for the Atlantic Canada Social Studies Curriculum (1999). Specific Curriculum Outcomes (SCOs) were developed to be congruent with Key-Stage Curriculum Outcomes (KSCOs), General Curriculum Outcomes (GCOs), and Essential Graduation Learnings (EGLs). In addition, the processes of social studies, as well as the attitudes, values, and perspectives, are embedded in the SCOs.



# Essential Graduation Learnings

The abilities and areas of knowledge considered essential for students graduating from high school are referred to as Essential Graduation Learnings. Some examples of Key-Stage Outcomes in social studies that help students move towards attainment of the Essential Graduation Learnings are given below.

## ***Aesthetic Expression***

Graduates will be able to respond with critical awareness to various forms of the arts and be able to express themselves through the arts.

*By the end of grade 12, students will be expected to:*

- *evaluate how physical and human systems shape the features, uses, and perceptions of place.*

## ***Citizenship***

Graduates will be able to assess social, cultural, economic, and environmental interdependence in a local and global context.

*By the end of grade 12, students will be expected to:*

- *evaluate factors that influence the distribution of wealth locally, nationally, and internationally.*

## ***Communication***

Graduates will be able to use the listening, viewing, speaking, reading, and writing modes of language(s), as well as mathematical and scientific concepts and symbols, to think, learn, and communicate effectively.

*By the end of grade 12, students will be expected to:*

- *evaluate public issues, taking into account multiple perspectives.*

## ***Personal Development***

Graduates will be able to continue to learn and to pursue an active, healthy lifestyle.

*By the end of grade 12, students will be expected to:*

- *articulate and justify a personal vision of a sustainable future.*

## ***Problem Solving***

Graduates will be able to use the strategies and processes needed to solve a wide variety of problems, including those requiring language, mathematical, and scientific concepts.

*By the end of grade 12, students will be expected to:*

- *identify and evaluate various strategies for influencing public policy.*

***Technological Competence***

Graduates will be able to use a variety of technologies; demonstrate an understanding of technological applications; and apply appropriate technologies for solving problems.

*By the end of grade 12, students will be expected to:*

- *evaluate current technological developments and their potential impact on society and the environment.*

***Spiritual and Moral Development***

Graduates will demonstrate understanding and appreciation for the place of belief systems in shaping the development of moral values and ethical conduct.

*By the end of grade 12, students will be expected to:*

- *plan and evaluate age-appropriate actions to support peace and sustainability in our interdependent world.*

# General Curriculum Outcomes

The General Curriculum Outcomes (GCOs) for the social studies curriculum are organized around six conceptual strands. These General Curriculum Outcomes statements identify what students are expected to know and be able to do upon completion of study in social studies. Specific social studies concepts are found within the conceptual strands. Examples of Key-Stage Curriculum outcomes by the end of grade 12 are given for each General Curriculum Outcome.

## ***Citizenship, Power, and Governance***

Students will be expected to demonstrate an understanding of the rights and responsibilities of citizenship, and the origins, functions, and sources of power, authority, and governance.

*By the end of grade 12, students will be expected to:*

- *evaluate public issues, taking into account multiple perspectives.*
- *take age-appropriate actions to demonstrate their responsibilities as citizens.*

## ***Culture and Diversity***

Students will be expected to demonstrate an understanding of culture, diversity, and world view, while recognizing the similarities and differences reflected in various personal, cultural, racial, and ethnic perspectives.

*By the end of grade 12, students will be expected to:*

- *analyse and explain the ways cultures address human needs and wants.*
- *analyse how the function of a group may be influenced by such factors as ethnicity, age, gender, and status.*

## ***Individuals, Societies, and Economic Decisions***

Students will be expected to demonstrate the ability to make responsible economic decisions as individuals and as members of society.

*By the end of grade 12, students will be expected to:*

- *analyse how economic decisions are made by individuals, organizations, and governments, based on scarcity and opportunity cost.*
- *analyse the dynamics of the market in the local, national, and global economy.*

## ***Interdependence***

Students will be expected to demonstrate an understanding of the interdependent relationships among individuals, societies, and the environment—locally, nationally, and globally—and the implications for a sustainable future.

*By the end of grade 12, students will be expected to:*

- *analyse and evaluate the opportunities and challenges of an increasingly interdependent world.*
- *evaluate and propose possible solutions to issues resulting from interactions among individuals, groups, and societies.*

***People, Place, and Environment***

Students will be expected to demonstrate an understanding of the interactions among people, places, and the environment.

*By the end of grade 12, students will be expected to:*

- *use spatial concepts and models to interpret and make decisions about the organization, distribution, and interaction of physical and human phenomena.*
- *analyse the interactions within and between regions.*

***Time, Continuity, and Change***

Students will be expected to demonstrate an understanding of the past and how it affects the present and the future.

*By the end of grade 12, students will be expected to:*

- *identify and use primary and secondary sources to evaluate questions.*
- *interpret and predict patterns of causality and change over time.*

## Processes

The social studies curriculum consists of three major processes: communication, inquiry, and participation. These processes are reflected in the “Suggestions for Teaching and Assessment” found in social studies curriculum guides. These processes incorporate many skills—some of which are responsibilities shared across curriculum areas, whereas others are critical to social studies.

### ***Communication***

Communication requires that students listen, read, interpret, translate, and express ideas and information.

### ***Inquiry***

Inquiry requires that students formulate and clarify questions, investigate problems, analyze relevant information, and develop rational conclusions supported by evidence.

### ***Participation***

Participation requires that students act both independently and collaboratively in order to solve problems, make decisions, and negotiate and enact plans for action in ways that respect and value the customs, beliefs, and practices of others.

# Attitudes, Values, and Perspectives

Listed below are examples of major attitudes, values, and perspectives in Entrepreneurship 3209 that have been organized according to the six conceptual strands and the three processes of the foundation document. Some attitudes, values, and perspectives are embedded in more than one strand or process—this is consistent with the integrative nature of social studies.

## *By Conceptual Strand*

### **Citizenship, Power, and Governance**

- develop attitudes that balance rights with responsibilities
- value the benefits of active, participatory citizenship

### **Culture and Diversity**

- value the positive interaction between individuals and groups
- appreciate and value the traditions of cultures

### **Individuals, Societies, and Economic Decisions**

- appreciate the wide range of economic decisions that they make and their effects
- recognize the varying impact of economic decisions on individuals and groups

### **Interdependence**

- appreciate the complexity of the interactions between human and natural systems
- value the need for individual as well as collective action to support peace and sustainability

### **People, Place, and the Environment**

- value maps, globes, and other geographic representations as valuable sources of information and learning
- recognize the complexity of global interdependence

### **Time, Continuity, and Change**

- value their society's heritage
- recognize that the collective history influences the present

## *By Process*

### **Communication**

- respectfully listen to others; respect other points of view
- value the importance of communication skills

### **Inquiry**

- appreciate that there is a variety of strategies to solve problems and make decisions
- analyze problems from a variety of different perspectives

### **Participation**

- value both independent and group work; take increasing responsibility for their own and the group's work
- learn to recognize, analyze, and respond appropriately to discriminatory practices and behaviours



# Contexts for Learning and Teaching

## The Learner

Adolescent learners at the high school level usually range in age from 15 to 19. While there may be some general characteristics of adolescent learners at the high school level, it is imperative that each high school learner is recognized as a unique individual. Within any group of students a range of differences in rates and ways of learning, in experiences and interests are expected and respected. Unique qualities should be celebrated and built upon. Later adolescence is a time of increasing autonomy and self-discovery leading to clear identity formation. There may still be some considerable differences in the characteristics of the entry-level high school adolescent and the more senior high school adolescent or young adult. Teachers will need to consider their students' prior learning and experiences in their efforts to meet their needs and interests.

These young adults approach their world of diversity and complexity with both enthusiasm and trepidation. They encounter clashes of values, personal conflicts and social pressures in developing their sense of self. A high degree of the students' learning occurs in a social context. The opportunity for collaborative learning promotes critical thinking and problem solving, stimulates curiosity and imagination, and improves adaptability and analytical thinking. By providing students with a safe, inquiry-based learning environment, teachers can foster the skills of critical analysis, group interaction and decision making.

A viable goal for each individual student is to have an equitable opportunity to experience success as he/she works toward the achievement of intended outcomes and a personal best. Improving performance and realizing potential is more important than competition and comparisons to others. The adolescent learner has built a framework which includes tolerance and respect; in senior high, students will seek out questions and answers which incorporate more sophisticated reflective practices.

### ***Characteristics of the High School Learner***

High School Learners:

- seek relevance and connection between life outside school and the curriculum
- need to understand the purpose and relevance of instructional activities
- experience internal and external motivation
- assert their own ideas about their learning
- value sincere relationships with adults
- enjoy questioning
- are less likely to accept the status quo in attempting to attain their objectives
- need to know their opinions are welcomed and can be expressed without fear of ridicule
- have a deeper capacity for caring and sharing and for the development of more intimate relationships
- are able to think abstractly and need fewer concrete examples

- experiences a desire to take on leadership roles
- more autonomous in their decision making
- are developing a consciousness of the broader local and global community
- look for opportunities for self-expression
- want to establish immediate and long-term goals
- are concerned about future educational and vocational plans

# Principles Underlying the Social Studies Curriculum

Empowering and effective social studies is meaningful, significant, challenging, active, integrative, and issues-based.

## ***Meaningful***

Meaningful social studies encourages students to learn through purposeful experiences designed around stimulating ideas, social issues, and themes, and discourages the memorization of disconnected pieces of information.

## ***Significant***

Significant social studies is student-centred and age appropriate. Superficial coverage of topics is replaced by emphasis on the truly significant events, concepts, and principles that students need to know and be able to apply in their lives.

## ***Challenging***

Challenging social studies involves teachers modelling high expectations for their students and themselves, promoting a thoughtful approach to inquiry, and demanding well-reasoned arguments.

## ***Active***

Active social studies encourages students to assume increasing responsibility for managing their own learning. Exploration, investigation, critical and creative thinking, problem solving, discussion and debate, decision making, and reflection are essential elements of this principle. This active process of constructing meaning encourages lifelong learning.

## ***Integrative***

Integrative social studies crosses disciplinary borders to explore issues and events, while using and reinforcing informational, technological, and application skills. This approach facilitates the study of the physical and cultural environment by making appropriate and meaningful connections to the human disciplines and to the concepts of time, space, continuity, and change.

## ***Issues-based***

Issues-based social studies considers the ethical dimensions of issues and addresses controversial topics. It encourages consideration of opposing points of view, respect for well supported positions, sensitivity to cultural similarities and differences, and a commitment to social responsibility and action.

## The Social Studies Learning Environment

With the accelerating pace and scope of change, today's students cannot prepare for life by merely learning isolated facts. Problem solving, critical and creative thinking, and informed decision making are essential for success in the future. The social studies learning environment contributes significantly to the development of these critical attributes to prepare students as lifelong learners.

### ***The Effective Social Studies Classroom***

An effective instructional environment incorporates principles and strategies that recognize and accommodate varied learning styles, multiple intelligences, and abilities that students bring to the classroom. Teaching approaches and strategies foster a wide variety of experiences to actively engage all students in the learning process. The nature and scope of social studies provide unique opportunities to do this. To meet these challenges, the social studies program reflects a wide range of elements.

#### ***Respectful of Diversity***

Students come to the classroom from backgrounds that represent the reality of Canada's diversity, whether it is in terms of social identity, economic context, race/ethnicity, or gender. The social studies learning environment affirms the positive aspects of this diversity. It fosters an understanding and appreciation of the multiple perspectives that this diversity can lend to the classroom. Regardless of backgrounds, students should be given equal access to educational opportunities.

#### ***Inclusive and Inviting***

The social studies classroom should be a psychologically safe place in which to learn. It should be free from bias and unfair practices that may arise from perceptions related to ability, race, ethnicity, culture, gender, or socioeconomic status. Students come with different attitudes, levels of knowledge, and points of view. These differences should not be obstacles, but opportunities to rise above stereotypes and to develop positive self-images. Students should be provided collaborative learning contexts through which they can become aware of and transcend their own stereotypical attitudes and behaviours.

#### ***Engaging and Interactive***

If classrooms are to be places where there is respect for diversity and where learning is engaging and interactive, students will be expected to participate in inquiry and problem-solving situations. Students will be provided with direct and vicarious experiences to which they can apply social studies skills, strategies, and processes for purposeful ends. Rather than assume a passive role, students will bring their critical faculties to information and knowledge to shape information into meaningful patterns.

### ***Relevant and Significant***

The Entrepreneurship 3209 curriculum should provide learning situations that incorporate student interests and encourage students to question their knowledge, their assumptions, and their attitudes. In so doing, they will come to understand and appreciate their own heritage and culture at a deeper level. Past history and contemporary studies play a key role since they provide the building blocks of social studies. In addition, the students' rational and critical involvement in learning about these plays an integral part in development of the person and citizen.

## ***Instructional Approaches***

It is recognized that the most effective instructional approach is one that is eclectic in nature. The classroom teacher employs those instructional strategies deemed most appropriate given the needs of the learner, the learning outcomes, and the resources available. One cannot be prescriptive in favour of any single teaching method in Entrepreneurship 3209 since (1) students differ in interests, abilities, and learning styles, and (2) components of the course differ in terms of intent, level of conceptual difficulty, and the relative emphases on knowledge, skills, and values. Therefore, the discerning teacher will use a variety of methods in response to a variety of instructional situations.

Effective social studies teaching creates an environment that supports students as active, engaged learners. Discussion, collaboration, debate, reflection, analysis, and application should be integrated into activities when appropriate. Teaching strategies can be employed in numerous ways and combinations. It is the role of the teacher to reflect on the program outcomes, topics, resources, and nature of the class and individual students. They can then select approaches best suited to the circumstance.

In this regard, planning for instruction should be informed by a constructivist approach to learning, where students use prior knowledge as they construct new understanding. Teachers will lead students so that students can question and then search for answers as they move through the curriculum.

The Entrepreneurship 3209 curriculum challenges students to think critically. The course is structured so that students can begin to inquire into why events, ideas, people or places are significant, what has changed over time, and why change occurred. These opportunities for inquiry should be enhanced by a hands-on approach to teaching, learning, and assessment where students use both traditional and non-traditional methods to show their understanding of the concepts.

This program builds an active learning approach for students, supporting lifelong learning skills such as problem solving, critical thinking, creative thinking, information analysis, and informed decision making. This program introduces methods and skills for social studies research and provides a context in which students can analyze and evaluate information and make appropriate interpretations.

## ***Inquiry and Analysis***

This curriculum guide will provide teachers with questions designed to encourage authentic inquiry and to promote in students the development of higher order and analytic thinking abilities.

### ***Inquiry***

Educational research suggests that students learn best when they actively and critically inquire into the subject matter. Teachers can engage students in learning about social studies by involving them in shaping questions to guide their study, giving them ownership over the directions of these investigations and requiring that students critically analyze subject matter and not merely retrieve information. In these ways, classrooms shift from places where teachers cover curriculum to places where students uncover the curriculum.

The uncovering of curriculum occurs only when students investigate questions that present meaningful problems or challenges to address. ‘Critical’ inquiry signals that inquiry is not merely the retrieval of information but requires reaching conclusions, making decisions, and solving problems. Although some students may enjoy gathering information, students’ depth of learning and engagement are enhanced when they are invited to think critically at each step of the investigation.

The following dimensions capture the range of inquiry-related competencies within the social sciences:

1. Ask questions for various purposes
2. Locate and select appropriate sources
3. Access ideas from oral, written, visual, and statistical sources
4. Uncover and interpret the ideas of others
5. Assess options and formulate reasoned opinions
6. Present ideas to others
7. Act cooperatively with others to promote mutual interests

Critical inquiry is embedded into these areas of competence at all grade levels. From kindergarten, students are explicitly taught and then expected to make reasoned decisions, develop interpretations and make plausible inferences based on evidence. See Appendix A.

### ***Analysis***

Research on effective teaching and learning in the social sciences confirms the view that there is a positive correlation between student engaged with authentic tasks and achievement. The research of Peter Seixas, Roland Case and Mike Denos, Kamilla Bahbahani and Miem Tu Huynh, and others, suggests that the application of second order concepts to an area of inquiry allows for effective and powerful leaning. Extending from this body of knowledge, this curriculum articulates a set of six concepts related to analysis which is intended enable students to “think deeply” about the ideas they will encounter in this course:

1. Use Information
2. Make Comparisons
3. Identify Cause and Consequence
4. Consider Perspective
5. Determine Significance
6. Make Value Judgements

These competencies are embedded in the social studies curriculum at all grade levels. Students are explicitly taught how to apply these concepts as part of the inquiry process. See Appendix A.

Effective social studies teaching and learning actively involves students, teachers, and teacher-librarians in the effective use of a wide range of print, non-print, and human resources. Resource-based learning fosters the development of individual students by accommodating their diverse backgrounds, learning styles, needs, and abilities. Students who use a wide range of resources in various media have the opportunity to approach a theme, issue, or topic in ways that allow for differences in learning styles and abilities.

## ***Resource-Based Learning***

Resource-based learning supports students as they develop information literacy: accessing, interpreting, evaluating, organizing, selecting, producing, and communicating information in and through a variety of media technologies and contexts. When students engage in their own research with appropriate guidance, they are more likely to take responsibility for their learning and to retain the information they gather for themselves.

In a resource-based learning environment, students and teachers make decisions about appropriate sources of information and tools for learning and how to access these. A resource-based approach raises the issues of selecting and evaluating a wide variety of information sources, with due crediting of sources and respect for intellectual property. The development of critical skills needed for these tasks is essential to the social studies processes.

The range of possible resources include:

- print – books, magazines, newspapers, documents, and publications
- visuals – maps, illustrations, photographs, pictures, and study prints
- artifacts – concrete objects, educational toys, and games
- individuals and community – interviews, museums, field trips
- multimedia – films, audio and video tapes, laser and video discs, television, and radio
- information technology – computer software, databases, CD-ROMs
- communication technology – Internet connections, bulletin boards, e-mail

## **Literacy Through Social Studies**

Literacy has always been an important component of Social Studies education. In recent years, however, through the promotion of research in critical theory, the meaning of literacy has broadened to encompass all media and forms of communication. In today's Social Studies classrooms, learners are encouraged to examine, compose, and decode spoken, written, and visual texts to aid in their understanding of content and concepts and to better prepare them for full and effective participation in their community. Additionally, the goals of literacy include not only language development, but also critical engagement with text, visuals, and auditory information. These goals have implications for the role of the Social Studies teacher.

The ability to read is critical for success in school. Therefore, it is vital that Social Studies teachers develop and use strategies that specifically promote students' abilities to read, comprehend, and compose text, no matter what form that text might take. Similarly, writing as a process should be stressed as a means that allows students to communicate effectively what they have learned and what further questions they need to ask.

Critical literacy in Social Studies curriculum addresses several goals. Through the implementation of various strategies, teachers will develop students' awareness of stereotyping, cultural bias, author's intents, hidden agendas, silent voices, and omissions. Students are encouraged to be aware that authors construct texts with specific purposes in mind. Further critical literacy helps students comprehend texts at a deeper level by encouraging them to view content and ideas from a variety of perspectives and to interpret the various levels of meaning, both explicit and implicit, in a given text.

In this regard, the level and focus of questioning becomes very important. The depth of student response will often be determined by the depth of questioning and inquiry. Teachers need to pose high-level, open-ended questions that allow students to use their prior knowledge and experiences and provide opportunity for sustained engagement before, during, and after reading or viewing text.

Strategies that promote literacy through Social Studies include helping students comprehend the meaning of words, symbols, pictures, diagrams, and maps in a variety of ways. Students will engage in many learning opportunities designed to challenge and enhance their communication in a variety of modes (such as writing, debating, persuading, and explaining) and in a variety of mediums (such as the artistic and technological). In the Social Studies classroom, all literacy strands are significant: reading, writing, speaking, listening, viewing, and representing.

In the context of Social Studies, literacy also addresses the promotion of citizenship. Literacy for active citizenship involves understanding different perspectives on key democratic struggles, learning how to investigate current issues, and participating creatively and critically in community problem-solving and decision-making. Exercising civic rights and responsibilities is a practical expression of important social values and requires specific personal, interpersonal, and advocacy skills. Through this important focus, the Social Studies program will help students become more culturally sensitive and effective cross-cultural communicators in a world of increasing cultural and linguistic diversity.

## ***Integration of Technology***

Technology, including Information and Communication Technology (ICT), plays a major role in the learning and teaching of social studies. Computers and related technologies are valuable classroom tools for the acquisition, analysis, and presentation of information. These technologies provide further opportunity for communication and collaboration, allowing students to become more active participants in research and learning.

ICT and related technologies (digital video and digital cameras, scanners, CD-ROMs, DVD ROMs, word processing software, graphics software, video-editing software, html editors, and the Internet (including the World Wide Web, databases, electronic discussions, e-mail, audio, and video conferencing) afford numerous possibilities for enhancing learning. Computers and other technologies are intended to enhance the learning of social studies. In that context, technological resources can provide a variety of opportunities.

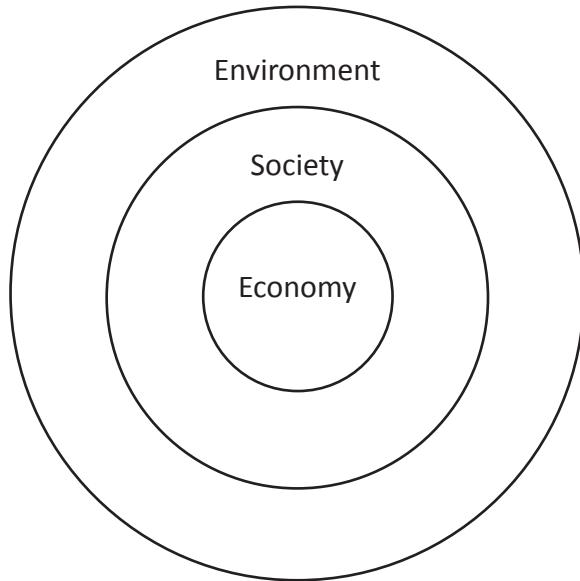
- The Internet increases access to extensive and current information. Research skills are key to efficient use of these resources. Questions of validity, accuracy, bias, and interpretation must be applied to information available on the Internet.
- Interactions and conversations via e-mail, video and audio conferencing, student-created websites, and online discussion groups provide connections between students and people from cultures around the world. This exposure to first-hand information will enable students to directly employ inquiry skills.
- Students present what they have learned in a wide variety of forms (e.g., graphs, maps, text, graphic organizers, websites, multimedia presentations) that fit their learning styles. These presentations can be shared with others, both in their classroom and beyond.
- Students are actively involved in their learning through controlling information gathering, processing, and presentation. For example, Geographic Information Systems (GIS) software enables students to collect data on a community, plot the data using Global Positioning Systems (GPS), and analyze and present their findings by creating maps that demonstrate their learning.

## ***Education for Sustainable Development***

*Sustainable development is defined as “development that meets the needs of the present without compromising the ability of future generations to meet their own needs.”*

*World Commission on Environment and Development*

Sustainable development is comprised of, or relates to, three integrally connected areas: economy, environment, and society.



***Systems Model of Sustainable Development***

As it is conceived by the United Nations Educational, Scientific and Cultural Organization (UNESCO) the overall goal of Education for Sustainable Development (ESD) is to integrate the knowledge, skills, values and perspectives of sustainable development into all aspects of education and learning. In this way, changes will be made in human behavior that will create a more sustainable future – a future that provides for environmental integrity, economic viability, and results in a just society for both the present and future generations.

Education for sustainable development is based on ideals and principles that underlie sustainability, such as intergenerational equity, social tolerance, human rights, gender equity, health, poverty alleviation, environmental preservation and restoration, natural resource conservation, as well as just and peaceable societies.

ESD is not teaching about sustainable development. Rather, ESD involves teaching for sustainable development – helping students develop the skills, attitudes, and perspectives to meet their present needs without compromising the ability of future generations to meet their needs.

Within ESD, the knowledge component spans such things as understanding the interconnectedness of our political, economic, environmental, and social worlds, to the role of science/technology in the development of societies and their impact on the environment. The skills necessary include such things as being able to assess bias, analyze consequences of choices, ask the right questions, and problem solve. The values and perspectives include an appreciation for the interdependence of all life forms and the importance of individual responsibility and action. ESD values and perspectives also include an understanding of global issues as well as local issues in a global context, the fact that every issue has a history, and that many global issues are linked.

## Assessing and Evaluating Student Learning

Assessment is the systematic process of gathering data on student learning. Evaluation is the process of analyzing patterns in the data, forming judgments about possible responses to these patterns, and making decisions about future actions.

An integral part of the planned instructional cycle is the evaluation of learning and evaluation for learning. Evaluation of learning focuses on the degree to which students have achieved the intended outcomes and the extent to which the learning environment was effective toward that end. Evaluation for learning, given what evaluation of learning reveals, focuses on the designing of future learning situations to meet the needs of the learner.

The quality of assessment and evaluation has a link to student performance. Regular monitoring and feedback are essential to improving student learning. What is assessed and evaluated, how it is assessed and evaluated, and how the results are communicated send clear messages to students and other stakeholders about what is really valued—what is worth learning, how it should be learned, what elements of quality of performance are most important, and how well students are expected to perform.

### ***Assessment***

To determine how well students are learning, assessment strategies are used to systematically gather information on the achievement of curriculum outcomes. In planning assessments, teachers should use a broad range of data sources, appropriately balanced, to give students multiple opportunities to demonstrate their knowledge, skills, and attitudes. Many sources of assessment data can be used to gather such information. Some examples include, but are not limited to the following:

|                                  |                         |
|----------------------------------|-------------------------|
| formal and informal observations | interviews              |
| work samples                     | rubrics                 |
| anecdotal records                | simulations             |
| conferences                      | checklists              |
| teacher-made and other tests     | questionnaires          |
| portfolios                       | oral presentations      |
| learning journals                | role play               |
| questioning                      | debates                 |
| essay writing                    | rating scales           |
| performance assessments          | case studies            |
| peer and self-assessments        | panel discussions       |
| multimedia presentations         | graphic representations |

### ***Evaluation***

Evaluation is a continuous, comprehensive, and systematic process. It brings interpretation, judgments, and decisions to data collected during the assessment phase. How valid and reliable is the data gathered? What does the data suggest in terms of student achievement of course outcomes? Does student performance confirm instructional practice or indicate the need to change it? Are students ready to move on to the next phase of the course or is there need for remediation?

Teacher-developed assessments and the evaluations based on them have a variety of uses:

- providing feedback to improve student learning
- determining if curriculum outcomes have been achieved
- certifying that students have achieved certain levels of performance
- setting goals for future student learning
- communicating with parents about their children's learning
- providing information to teachers on the effectiveness of their teaching, the program, and the learning environment
- meeting goals of guidance and administrative personnel

Evaluation is conducted within the context of the outcomes, which should be clearly understood by learners before teaching and evaluation take place. Students must understand the basis on which they will be evaluated and what teachers expect of them. The evaluation of a student's progress may be classified as pre-instructional, formative, or summative—depending on the purpose.

Pre-instructional evaluation is conducted before the introduction of unfamiliar subject matter or when learners are experiencing difficulty. It gives an indication of where students are and is not a measure of what they are capable of doing. The purpose is to analyze the student's progress to date in order to determine the type and depth of instruction needed. This type of assessment is mostly conducted informally and continuously.

Formative evaluation is conducted throughout the process of instruction. Its primary purpose is to improve instruction and learning. It is an indication of how things are going. It identifies a student's strengths or weaknesses with respect to specific curriculum outcomes so that necessary adaptations can be made.

Summative evaluation occurs at the end of a designated period of learning. It is used, along with data collected during the formative stage, to determine learner achievement. This assessment is used in order to report the degree to which curriculum outcomes have been achieved.

## ***Guiding Principles***

In order to provide accurate, useful information about the achievement and instructional needs of students, certain guiding principles for the development, administration, and use of assessments must be followed.

The *Principles for Fair Student Assessment Practices for Education in Canada* (1993)\* articulates five basic assessment principles:

- Assessment strategies should be appropriate for and compatible with the purpose and context of the assessment.
- Students should be provided with sufficient opportunity to demonstrate the knowledge, skills, attitudes, or behaviours being assessed.
- Procedures for judging or scoring student performance should be appropriate for the assessment strategy used and be consistently applied and monitored.

- Procedures for summarizing and interpreting assessment results should yield accurate and informative representations of a student's performance in relation to the curriculum outcomes for the reporting period.
- Assessment reports should be clear, accurate, and of practical value to the audience for whom they are intended.

These principles highlight the need for assessment that ensures:

- the best interests of the student are paramount
- assessment informs teaching and promotes learning
- assessment is an integral and ongoing part of the learning process and is clearly related to the curriculum outcomes
- assessment is fair and equitable to all students and involves multiple sources of information

While assessments may be used for different purposes and audiences, all assessments must give each student optimal opportunity to demonstrate what he/she knows and can do.

*\* The Principles for Fair Student Assessment Practices for Education in Canada was developed by a Working Group guided by a Joint Advisory Committee representing national educational organizations including (but not limited to): Canadian Teachers' Federation, Canadian Council for Exceptional Children, Provincial and Territorial Ministers, and Departments of Education.*

*While there has not been a revision of the Principles since the original date of publication, the Principles are considered current by educational stakeholders and have been published in assessment documents with copyright dates of 2009. These Principles are informing best practice in the 21st century, e.g., the Principles are the foundation of the Student Evaluation Standards published in the United States by Corwin Press in 2003 and are referenced in the Alberta government's student assessment study (2009) to name but two examples. The Principles continue to be cited as their accompanying guidelines are timely and sound.*



# Curriculum Overview

## Introduction

The overall health and well-being of a society is to a large degree influenced by economic factors. A significant driving force in creating and maintaining a healthy economy is entrepreneurship. Entrepreneurs are individuals who look at the world around them and see opportunities - and are willing to take calculated risks to develop ventures to seize those opportunities.

The entrepreneurial spirit is the heart of private enterprise. It is also a force that works within existing organizations - both private and public - to help improve the world in which we live.

Entrepreneurship 3209 is designed to provide students with the knowledge, understanding, skills and desire that will empower them to use entrepreneurship as a means to achieve a preferred future, not only in relation to the world of business and economics, but also in their personal and community lives.

A unique feature of this course is that students are constantly challenged to consider the ethical and moral implications of entrepreneurship. In particular they will explore the theme of social entrepreneurship and learn to transfer ideas from the world of business to address social issues, both locally and globally.

## Course Summary

Entrepreneurship 3209 introduces students to the role of business and entrepreneurship in society. The course begins with an examination of foundational business and economic concepts. Students will gain an understanding of these concepts as well as a vocabulary and framework to discuss entrepreneurial opportunities. Students will look at the characteristics of successful entrepreneurs and successful businesses. They will also engage in the process of venture opportunity identification and evaluation.

To create a deeper understanding of the entrepreneurial process, students will identify a potential venture opportunity and develop a marketing plan.

In addition to entrepreneurship in business, students will also examine social entrepreneurship. That is, they will identify social issues and look at how these issues can be addressed by applying entrepreneurial solutions. They will research a social issue and apply entrepreneurial skills and knowledge to create a solution to ameliorate the issue.

## Course Outcomes and Delineations

### ***Integrated Concepts and Processes***

- SCO i.0: The student will be expected to demonstrate proficiency in utilizing concepts and processes from the social sciences
- i.1 use an inquiry model to explore and address significant questions
  - i.2 apply intellectual tools to analyze events, ideas, issues, patterns and trends
  - i.3 make reasoned assessments based on appropriate criteria

### ***Unit One: Business and the Marketplace***

- SCO 1.0: The student will be expected to demonstrate an understanding of essential economic concepts in business
- 1.1 explain the relationship between consumer needs and wants, and business
  - 1.2 explain the relationship between supply, demand and price
  - 1.3 identify and describe economic sectors
- SCO 2.0: The student will be expected to demonstrate an understanding of how a business functions
- 2.1 compare types of business organization
  - 2.2 explain the primary tasks involved in running a business
  - 2.3 explain how businesses change over time
- SCO 3.0: The student will be expected to demonstrate an understanding of factors that affect the success of a business
- 3.1 explain the qualities of successful businesses
  - 3.2 explain the significance of effective leadership
  - 3.3 explain the relationship between consumer choice and competition
  - 3.4 explain the significance of ethics, social responsibility and sustainability

***Unit Two:  
Entrepreneurship  
and New Ventures***

- SCO 4.0: The student will be expected to demonstrate an understanding of entrepreneurship
- 4.1 describe the characteristics and skills of effective entrepreneurs
  - 4.2 evaluate the risks and benefits of entrepreneurship
  - 4.3 develop a personal profile of entrepreneurial characteristics
- SCO 5.0: The student will be expected to demonstrate an understanding of venture potential
- 5.1 identify sources of ideas for new ventures
  - 5.2 evaluate ventures that have been developed to meet consumer demand
  - 5.3 identify venture opportunities
  - 5.4 evaluate venture opportunities

***Unit Three:  
Creating a Venture***

- SCO 6.0: The student will be expected to demonstrate an understanding of venture planning
- 6.1 explain the purpose of a venture plan
  - 6.2 explain the benefits of project planning and strategic planning
  - 6.3 explain the need for flexibility and adaptability in venture planning and implementation
- SCO 7.0: The student will be expected to create a venture marketing plan
- 7.1 describe a venture opportunity
  - 7.2 improve a venture opportunity
  - 7.3 present a venture marketing plan to an audience

***Unit Four:  
Social  
Entrepreneurship***

- SCO 8.0: The student will be expected to demonstrate an understanding of social entrepreneurship
- 8.1 recognize social issues
  - 8.2 explain the significance of social objectives
  - 8.3 use entrepreneurial principles to provide a systemic and sustainable solution to achieve a social objective

# Pacing Guidelines and Table of Specifications

When planning for instruction it is critical for evaluation to be aligned with curriculum outcomes and instruction. Thus, the relative emphasis on cognitive levels during instruction must be reflected in the assessment of students' work. For the purpose of this guide, cognitive levels are defined as:

- Level 1 (knowledge and comprehension),
- Level 2 (application and analysis) and
- Level 3 (evaluation and synthesis)

It is critical that there is a strong correlation between instruction and evaluation. This congruence must be evidenced at two levels:

- The scope of the course in terms of relative emphasis among curriculum outcomes must be reflected on the assessment instrument.
- The relative emphasis among cognitive levels (i.e., thinking skills: Level 1 (knowledge and comprehension), Level 2 (application and analysis) and Level 3 (evaluation and synthesis)) during the instructional phase must be reflected in the assessment instrument.

To help achieve this correlation, the following tables are provided to help with instructional planning - for pacing and evaluation purposes.

| <b>Pacing Guidelines</b>                    |   |                        |
|---|---|------------------------|
| <b>Unit</b>                                 | <b>Percentage of Instructional Time</b> | <b>Completion Date</b> |
| Integrated Concepts and Processes           | <i>Integrated</i>                       |                        |
| Unit One: Business and the Marketplace      | <b>40</b>                               |                        |
| Unit Two: Entrepreneurship and New Ventures | <b>25</b>                               |                        |
| Unit Three: Creating a Venture              | <b>25</b>                               |                        |
| Unit Four: Social Entrepreneurship          | <b>10</b>                               |                        |
| <b>Total</b>                                | <b>100</b>                              |                        |

From the Table of Specifications, the examination format may be derived. An analysis of the Table of Specifications provides parameters for ensuring that there is a match between instruction and assessment.

| <b>Table of Specifications</b>              |                         |            |            |             |
|---|-------------------------|------------|------------|-------------|
| <b>Unit</b>                                 | <b>Cognitive Levels</b> |            |            |             |
|   | Level 1                 | Level 2    | Level 3    | Total       |
| Integrated Concepts and Processes           | <i>Integrated</i>       |            |            |             |
| Unit One: Business and the Marketplace      | 12%                     | 16%        | 12%        | <b>40%</b>  |
| Unit Two: Entrepreneurship and New Ventures | 7%                      | 10%        | 8%         | <b>25%</b>  |
| Unit Three: Creating a Venture              | 7%                      | 10%        | 8%         | <b>25%</b>  |
| Unit Four: Social Entrepreneurship          | 4%                      | 4%         | 2%         | <b>10%</b>  |
| <b>Total</b>                                | <b>30%</b>              | <b>40%</b> | <b>30%</b> | <b>100%</b> |

# How to Use the Four Column Curriculum Layout

## Outcomes and Delineations

Each column contains one specific curriculum outcome and an accompanying set of delineations. The delineations provide specificity in relation to key ideas. Each delineation is given an entire two-page spread, which is offset by the ► symbol and is ***bolded and italicized***.

## Elaboration

The purpose of this feature is to assist teachers with instructional planning. The intent of this feature is to provide clarity in terms of scope and depth of treatment of ideas.

## Enduring Understanding

The intent of this feature is to summarize in one or two sentences the salient idea of the delineation.

| CURRICULUM OUTCOMES  |   |
|--|---|
| <b>Unit One – Business and the Marketplace</b>   |   |
| <b>Curriculum Outcome</b>  | <b>Elaboration</b>  |
| SCO 1.0 - The student will be expected to demonstrate an understanding of essential economic concepts in business  | <p>There can be few assumptions in terms of students formal prior knowledge in relation to business and economics. It is likely that many students will have significant misinformation in relation to business and economics as a whole. With that in mind, this delineation provides a formal introduction to business studies. It is essential that students have an opportunity to develop a deeper understanding of these foundational concepts / ideas:</p> <ul style="list-style-type: none"> <li>• <b>Needs and Wants</b> — Students should be able to differentiate between these concepts and provide examples of each for a variety of settings (e.g., a child, young adult, a skilled trade worker, home maker)</li> <li>• <b>Economic Systems</b> — Students should be briefly introduced to the field of economics (i.e., the exploration of how we use our (relatively scarce) resources to meet our (relatively unlimited) needs and wants), and be able to explain how various systems have evolved over time, focusing specifically on <i>subsistence, barter and market economies</i>. As part of this discussion students should consider why these changes occurred and the positive and negative consequences of each. Additionally, the introduction and use of money as a means of exchange will be central to this exploration.</li> <li>• <b>Marketplace</b> — Students should be able to explain and give examples of the contemporary marketplace, as well as explain the benefits and weaknesses of this model to enable individuals to meet their needs and wants.</li> <li>• <b>Business</b> — It will be critical that students develop a working definition (and synonyms; e.g., company, enterprise, firm). In simplest terms, a business can be understood to be the process of using resources to provide a good or service to help meet the needs and wants of consumers with the intent of earning a profit.</li> </ul> |
| <p>► 1.1 <i>explain the relationship between consumer needs and wants, and business</i></p> <p>1.2 explain the relationship between supply, demand and price</p> <p>1.3 identify and describe economic sectors</p> | <p>It is expected that students will maintain a portfolio of news stories and journal entries related to business throughout this course. The collection and assessment of news stories is a valuable source of information for students as they engage with SCOs 1 through 8. See <i>Appendix B</i>.</p> <p>Inquiry and analysis should include:</p> <ul style="list-style-type: none"> <li>• <b>Make Comparisons</b> — How does the way you meet your needs and wants differ from your parents? From your distant ancestors?</li> <li>• <b>Identify Cause and Consequence</b> — If our current economic system collapsed tomorrow, what might happen? How would people meet their needs and wants? How might people's priorities change?</li> <li>• <b>Consider Perspective</b> — In what ways do the needs and wants of an individual change during their lifetime? Give examples for each life stage (e.g., infant, child, youth, young adult, middle aged adult, senior)</li> <li>• <b>Make Value Judgements</b> — What would be a useful set of values that consumers could use to help them make economic decisions? What values should govern the marketplace?</li> </ul> <p><b>Enduring Understanding</b></p> <p>By the completion of this section students should understand that economics significantly affects our lives.</p> <p><b>Sample performance indicator(s)</b></p> <ul style="list-style-type: none"> <li>• Create a concept map that explains the relationship between the following ideas and how these have changed over time: (i) needs and wants, (ii) economic systems, and (iii) business. Use graphics / images, colour, and imagination to help you communicate your ideas.</li> </ul>   |

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## Sample Performance Indicator(s)

The intent of this feature is to provide a summative, higher order question, where the answer provided by the student would serve as a data source to help teachers assess the degree to which the student has achieved the outcome in relation to the delineation.

Performance indicators are typically presented as a question, which may include an introduction to establish a context. To answer the question students are required to use both first order (knowledge) and second order concepts (analysis). Performance indicators would be assigned at the end of the teaching period allocated for the delineation.

**CURRICULUM OUTCOMES**

**Unit One – Business and the Marketplace**

**Suggestions for Teaching and Assessment**

**Activate**

- What are some of your most important needs and wants? How do you satisfy these demands? How does this change over time? Compare your response with a partner. What is similar? What is different? What inferences can you make from this comparison?

| Age                       | Need | Met by ... | Want | Met by ... |
|---------------------------|------|------------|------|------------|
| <i>Child</i><br>(past)    | 1.   |            | 1.   |            |
|                           | 2.   |            | 2.   |            |
|                           | 3.   |            | 3.   |            |
| <i>Youth</i><br>(present) | 1.   |            | 1.   |            |
|                           | 2.   |            | 2.   |            |
|                           | 3.   |            | 3.   |            |
| <i>Adult</i><br>(future)  | 1.   |            | 1.   |            |
|                           | 2.   |            | 2.   |            |
|                           | 3.   |            | 3.   |            |

*Based on these trends, I can conclude that ...*

- 1.
- 2.
- 3.

**Connect**

- Create a collage or bulletin board display which illustrates the ways in which economic systems (the way people meet their needs and wants) have changed over time. (Note: This could be conducted as a competition among small groups.)
- In a group of four debate the following positions. At the end of each debate, decide which position is the fairest to all involved.
  - ✓ *A free market is the best way for people to meet their needs and wants.*
  - ✓ *There should be a limit on the amount of profit a business can earn.*
  - ✓ *Profit should always be the main incentive for business.*

| Position:         |                       |
|-------------------|-----------------------|
| Arguments for ... | Arguments against ... |
|                   |                       |

*The position that is fairest for all involved is \_\_\_\_\_ because ...*

**Consolidate**

- Write a reflective journal entry using one of the following stems:
  - *I didn't realize how important business is in our daily lives ...*
  - *What I found most interesting in this section was ...*

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**Notes**

This feature references supplementary information and possible resources for use by teachers.

**Sample Teaching and Assessment Strategies**

The purpose of this feature is to provide teachers with ideas for instruction and assessment. In this way instructional activities are recognized as possible sources of data for assessment purposes. Frequently, appropriate techniques and instruments for assessment purposes are recommended.

The ideas for this feature support a constructivist approach to learning, frequently integrating the arts and the social sciences. When appropriate, art and social studies activities are also presented separately.



# **Curriculum Outcomes**



# Integrated Concepts and Processes

## Unit Overview

The social studies curriculum (K-12) is organized around a conceptual framework which enables students to explore the content of various disciplines that constitute the social sciences, such as economics, geography, history and political science.

Associated with these disciplines are concepts and processes which are used in the social sciences as a whole. While these concepts and processes are implicit within the outcomes of each course, it is important that teachers consciously organize their teaching to provide students the opportunity to become proficient in applying these concepts and processes within Entrepreneurship 3209 and to develop the ability to transfer these understandings and abilities to other settings – in particular, real life situations.

**The specific curriculum outcome that is associated with this set of ideas is labeled as “i” because these concepts and processes are to be integrated throughout the curriculum as a whole. To be clear, this outcome is not to be taught in isolation, but rather is designed to be incorporated during the teaching of each specific curriculum outcome and delineation.**

Please reference: (i) *Contexts for Teaching and Learning: Inquiry and Analysis* (pp. 18 - 19), and (ii) *Appendix A* (pp. 87-93) for further information.

## Unit Outcomes

SCO i.0: The student will be expected to demonstrate proficiency in utilizing concepts and processes from the social sciences

- i.1 use an inquiry model to explore and address significant questions
- i.2 apply intellectual tools to analyze events, ideas, issues, patterns and trends
- i.3 make reasoned assessments based on appropriate criteria

## Integrated Concepts and Processes

| Curriculum Outcome  | Elaboration   |
|---|---|
| <p><b>SCO i.0</b> – The student will be expected to demonstrate proficiency in utilizing concepts and processes from the social sciences</p> <ul style="list-style-type: none"> <li>► <b>i.1</b> <i>use an inquiry model to explore and address significant questions</i></li> <li>i.2 apply intellectual tools to analyze events, ideas, issues, patterns and trends</li> <li>i.3 make reasoned assessments based on appropriate criteria</li> </ul> | <p><b>Elaboration</b></p> <p>The ability to ask questions and seek answers is one of the distinguishing attributes of humans. It enables us not only to meet our basic needs, but also to design and realize various visions of the future. The central idea of this course is to provide students with the opportunity to explore and develop an understanding of Newfoundland and Labrador in terms of people, place and citizenship. Students are asked to develop these understandings through the use of an inquiry process.</p> <p>Inquiry begins with meaningful questions that connect to the world around us, build on prior knowledge and excite curiosity. Key to the success of an inquiry based classroom is the thoughtful nature of the questions asked. When teachers frame powerful questions for students and expressly teach students to frame powerful questions to drive their own learning, they foster a community of thinkers and nurture students' inquiry-mindedness. (See Teacher Notes – Criteria for Powerful Questions)</p> <p>As students progress through the K-12 social studies curriculum it is expected that they will improve their ability to ask questions and find answers. The following model is considered appropriate for this purpose:</p> <ol style="list-style-type: none"> <li>1. Ask questions for various purposes</li> <li>2. Locate and select appropriate sources</li> <li>3. Access ideas from oral, written, visual and statistical sources</li> <li>4. Uncover and interpret the ideas of others</li> <li>5. Assess options and formulate reasoned opinions</li> <li>6. Present ideas to others</li> <li>7. Act cooperatively with others to promote mutual interests</li> </ol> <p>See Appendix C for a detailed discussion of this model, including explanations and examples.</p> <p><b>Enduring Understanding</b></p> <p>The construction of knowledge results from asking questions. Inquiry is one of our most important intellectual tools</p> <p><b>Sample Performance Indicator(s)</b></p> |

## Integrated Concepts and Processes

### Suggestions for Teaching and Assessment

*Note: The following are provided as examples of sample tasks that embody ideas related to inquiry. These types of tasks are found throughout columns two and three of the curriculum guide.*

#### Activate

- Identify products / services that are similar to your venture proposal. What are these businesses doing well? What are they doing poorly (i.e., how could they improve)? What ideas does this give you in terms of improving your venture?

#### Connect

- What are the most important areas of economic activity in relation to the province as a whole? How might this change in the future? Why? What planning should take place today to help minimize any negative effects associated with this change? Present your research and ideas in a medium of your choice, such as a storyboard, poem, rant or a song.
- Research the story of a business that declined and ultimately folded. Identify the reasons why this happened. Then offer possible ideas / solutions that could have helped avoid this situation.
- What are some of the challenges that are faced by teens living in other locations around the world? What seems to be the cause of these problems? How might they be solved?

| Location |    | Issue | Cause(s) | Possible Solution(s) |
|----------|----|-------|----------|----------------------|
| Local    | 1. |       |          |                      |
|          | 2. |       |          |                      |
|          | 3. |       |          |                      |
| National | 1. |       |          |                      |
|          | 2. |       |          |                      |
|          | 3. |       |          |                      |
| Global   | 1. |       |          |                      |
|          | 2. |       |          |                      |
|          | 3. |       |          |                      |

#### Consolidate

- What are the most significant consequences for a business if it loses touch with its customers?

### Notes

**Suggested Time:** integrated throughout course, however it may be appropriate to explicitly engage students with learning occasions in relation to the inquiry process.

### Appendix A

#### Powerful Questions:

- ✓ focus inquiry
- ✓ generate curiosity
- ✓ lead to more questions
- ✓ provide a lot of information
- ✓ stimulate conversation

## Integrated Concepts and Processes

| Curriculum Outcome  | Elaboration  |
|---|--|
| <p><b>SCO i.0</b> – The student will be expected to demonstrate proficiency in utilizing concepts and processes from the social sciences</p> <p>i.1 use an inquiry model to explore and address significant questions</p> <p>► <b>i.2 apply intellectual tools to analyze events, ideas, issues, patterns and trends</b></p> <p>i.3 make reasoned assessments based on appropriate criteria</p> | <p><b>Elaboration</b></p> <p>Extending from the work of Peter Seixas, Roland Case and others, this curriculum articulates what may be thought of as a generic set of intellectual tools used by social scientists (e.g., economists, geographers, historians and political scientists) as they inquire into questions and issues.</p> <p>Throughout the K-12 social studies curriculum it is expected that students will be able to use the following forms of analysis as they explore the concepts and ideas of the curriculum. Appendix C provides a detailed explanation of each form of analysis.</p> <ul style="list-style-type: none"> <li>• Use Information</li> <li>• Make Comparisons</li> <li>• Identify Cause and Consequence</li> <li>• Consider Perspective</li> <li>• Determine Significance</li> <li>• Make Value Judgements</li> </ul> <p>It should be noted that these forms of analysis are interrelated. For example, establishing the significance of an event is frequently a matter of perspective. In this regard, teachers should encourage habits of mind that support effective inquiry, such as:</p> <ul style="list-style-type: none"> <li>• open-mindedness,</li> <li>• fair-mindedness,</li> <li>• a tolerance for ambiguity,</li> <li>• suspension of judgement, and</li> <li>• the application of past knowledge to new situations.</li> </ul> <p>Finally, it will be important for teachers to pose inquiries that challenge students to integrate the themes of multiple SCOs, thus enabling students to see the “big picture” of entrepreneurship opportunities in Newfoundland and Labrador. In this way, students’ learning should emerge into an integrated whole, as opposed to disconnected pieces of information. In the context of this course, sample integrative questions may include:</p> <ul style="list-style-type: none"> <li>• What resources are available in our province that can be used to meet consumer demand?</li> <li>• What opportunities are there in the marketplace?</li> <li>• How might I (or Newfoundland and Labrador) be strategically positioned to take advantage of these opportunities?</li> </ul> <p><b>Enduring Understanding</b></p> <p>The application of different forms of analysis and habits of mind when examining significant questions improves the quality of possible solutions.</p> <p><b>Sample Performance Indicator(s)</b></p> |

## Integrated Concepts and Processes

### Suggestions for Teaching and Assessment

*Note: The following are provided as examples of sample tasks that embody ideas related to analysis. These forms of analysis are found throughout columns two and three of the curriculum guide.*

#### *Use Information*

- Identify and describe a venture opportunity in relation to a specific target market.
- After reading a case study, identify evidence in the story that speaks to the individual's entrepreneurial ability.

#### *Make Comparisons*

- How do various businesses compete for customers in relation to a particular target market?
- In what ways do successful businesses differ from less successful ones?

#### *Identify Cause and Consequence*

- How might being attentive to customer service / satisfaction influence a business?
- What happens when people don't behave ethically? What should be the consequence of inaction or unethical behaviour on the part of a business?

#### *Consider Perspective*

- What does the customer want?
- When an entrepreneur looks at the world around them, how do they identify opportunities?

#### *Determine Significance*

- Why does government sometimes "bail out" industries in times of financial crisis?
- What are the most important factors in helping achieve success?

#### *Make Value Judgements*

- Am I compromising my core values while working to achieve my goal?
- What values should guide your business?

### Notes

**Suggested Time:** integrated throughout course, however it may be appropriate to explicitly engage students with learning occasions in relation to the inquiry process.

#### **Appendix A**

## Integrated Concepts and Processes

### Curriculum Outcome

**SCO i.0** – The student will be expected to demonstrate proficiency in utilizing concepts and processes from the social sciences

- i.1 use an inquiry model to explore and address significant questions
- i.2 apply intellectual tools to analyze events, ideas, issues, patterns and trends
- **i.3 make reasoned assessments based on appropriate criteria**

### Elaboration

As students explore various questions, and apply various forms of analysis to aid with their inquiry, students are frequently confronted with situations where they are asked to make a decision about what to believe or do. When students purposefully reflect on what is reasonable to believe, or what to do, they are thinking critically.

*“... the goal is to help students approach any task, problem or issue in an open-minded manner, to look carefully at the various options and to reach reasonable conclusions based on careful assessment of relevant factors.”* (Embedding Critical Thinking Into Teaching and Learning, Alberta Education, 2008)

To think critically is essentially to engage in deliberations with the intention of *making a judgement* based on appropriate *criteria*.

By framing content in the context of problematic situations that invite students to think critically, student engagement can be significantly increased. (Note: If a situation has only one plausible option, or a correct answer is obvious, then it does not meet the criteria for critical thinking).

Throughout the K-12 social studies curriculum it is expected that students will improve their ability to think critically as they explore the concepts and ideas of the curriculum.

In the area of social studies, here are some applications of this concept:

- What makes a good argumentative essay?
- What makes a sound solution to an economic problem?
- What makes a thoughtful question?
- What are the qualities of a reliable primary source?

### Enduring Understanding

By the end of this section, students should understand that an individual must use criteria in order to answer complex questions.

### Sample Performance Indicator(s)

## Integrated Concepts and Processes

### Suggestions for Teaching and Assessment

*Note: The following are provided as examples of sample tasks that embody ideas related to critical thinking. These types of tasks are found throughout columns two and three of the curriculum guide.*

#### Activate

- Generate a list of businesses that you have visited and products / services that you have used. Organize your list into categories. Compare your information with a partner. What is similar about how you classified your data? What inferences can you make about successful businesses?

| Businesses Visited        |                   |                         |
|---------------------------|-------------------|-------------------------|
| Weak / Needs Improvement  | Average / Typical | Exceptional / Exemplary |
|                           |                   |                         |
| <i>Inferences</i>         |                   |                         |
| Products or Services Used |                   |                         |
| Weak / Needs Improvement  | Average / Typical | Exceptional / Exemplary |
|                           |                   |                         |
| <i>Inferences</i>         |                   |                         |

- Revisit the challenges faced by teens living in other locations around the world which you identified in the previous section. Rank order these in terms of significance. Something is said to be significant based on the following criteria:
  - ✓ scope (the number of people affected)
  - ✓ magnitude (the depth or seriousness of the consequences)
  - ✓ duration (length of time involved)

#### Connect

- In a group of four debate the following positions. At the end of each debate, decide which position is the fairest to all involved.
  - ✓ *A free market is the best way for people to meet their needs and wants.*
  - ✓ *There should be a limit on the amount of profit a business can earn.*
  - ✓ *Profit should always be the main incentive for business.*

| Position:   |                       |
|---|-----------------------|
| Arguments for ...   | Arguments against ... |
|   |                       |
| <i>The position that is fairest for all involved is _____ because ...</i> |                       |

#### Consolidate

- Successful entrepreneurship requires a broad range of abilities. Identify and rank order the top five personal characteristics that are essential for the successful development of an idea into a finished product. Explain your reasoning.

### Notes

**Suggested Time:** integrated throughout course, however it may be appropriate to explicitly engage students with learning occasions in relation to the inquiry process.

**The Foundation for Critical Thinking**  
[www.criticalthinking.org](http://www.criticalthinking.org)

**The Critical Thinking Consortium**  
[www.tc2.ca](http://www.tc2.ca)



# Unit One: Business and the Marketplace

## Unit Overview

Unit One introduces the student to the world of business. It provides an opportunity for students to develop an understanding of how both our needs and wants and our behavior as consumers impact the marketplace with respect to supply, demand, competition and pricing. Students will be able to identify various economic sectors and their respective importance to the local and wider economies. Subsequently, students will be able to recognize venture potential in these sectors. Students also learn about different types of business structures such as partnerships and corporations and their suitability for specific business situations. Following that, the various tasks necessary to run a successful business are explored. These include an examination of marketing, production operations, finances and other components. Infused through this unit is the concern that businesses behave as ethical corporate citizens.

## Unit Outcomes

- SCO 1.0: The student will be expected to demonstrate an understanding of essential economic concepts in business
- 1.1 explain the relationship between consumer needs and wants, and business
  - 1.2 explain the relationship between supply, demand and price
  - 1.3 identify and describe economic sectors
- SCO 2.0: The student will be expected to demonstrate an understanding of how a business functions
- 2.1 compare types of business organization
  - 2.2 explain the primary tasks involved in running a business
  - 2.3 explain how businesses change over time
- SCO 3.0: The student will be expected to demonstrate an understanding of factors that affect the success of a business
- 3.1 explain the qualities of successful businesses
  - 3.2 explain the significance of effective leadership
  - 3.3 explain the relationship between consumer choice and competition
  - 3.4 explain the significance of ethics, social responsibility and sustainability

## Unit One – Business and the Marketplace

| Curriculum Outcome   | Elaboration  |
|--|--|
| <p><b>SCO 1.0 - The student will be expected to demonstrate an understanding of essential economic concepts in business</b></p> <ul style="list-style-type: none"> <li>► <b>1.1</b> <i>explain the relationship between consumer needs and wants, and business</i></li> <li>1.2 explain the relationship between supply, demand and price</li> <li>1.3 identify and describe economic sectors</li> </ul> | <p>There can be few assumptions in terms of students formal prior knowledge in relation to business and economics. It is likely that many students will have significant misinformation in relation to business and economics as a whole. With that in mind, this delineation provides a formal introduction to business studies. It is essential that students have an opportunity to develop a deeper understanding of these foundational concepts / ideas:</p> <ul style="list-style-type: none"> <li>• <i>Needs and Wants</i> — Students should be able to differentiate between these concepts and provide examples of each for a variety of settings (e.g., a child, young adult, a skilled trade worker, home maker)</li> <li>• <i>Economic Systems</i> — Students should be briefly introduced to the field of economics (i.e., the exploration of how we use our [relatively scarce] resources to meet our [relatively unlimited] needs and wants), and be able to explain how various systems have evolved over time, focusing specifically on <i>substance, barter</i> and <i>market</i> economies. As part of this discussion students should consider why these changes occurred and the positive and negative consequences of each. Additionally, the introduction and use of money as a means of exchange will be central to this exploration.</li> <li>• <i>Marketplace</i> — Students should be able to explain and give examples of the contemporary marketplace, as well as explain the benefits and weaknesses of this model to enable individuals to meet their needs and wants.</li> <li>• <i>Business</i> — It will be critical that students develop a working definition (and synonyms; e.g., company, enterprise, firm). In simplest terms, a business can be understood to be the process of using resources to provide a good or service to help meet the needs and wants of consumers with the intent of earning a profit.</li> </ul> <p>It is expected that students will maintain a portfolio of news stories and journal entries related to business throughout this course. The collection and assessment of news stories is a valuable source of information for students as they engage with SCOs 1 through 8. See <i>Appendix B</i>.</p> <p>Inquiry and analysis should include:</p> <ul style="list-style-type: none"> <li>• <i>Make Comparisons</i> — How does the way you meet your needs and wants differ from your parents? From your distant ancestors?</li> <li>• <i>Identify Cause and Consequence</i> — If our current economic system collapsed tomorrow, what might happen? How would people meet their needs and wants? How might people's priorities change?</li> <li>• <i>Consider Perspective</i> — In what ways do the needs and wants of an individual change during their lifetime? Give examples for each life stage (e.g., infant, child, youth, young adult, middle aged adult, senior)</li> <li>• <i>Make Value Judgements</i> — What would be a useful set of values that consumers could use to help them make economic decisions? What values should govern the marketplace?</li> </ul> <p><b>Enduring Understanding</b></p> <p>By the completion of this section students should understand that economics significantly affects our lives.</p> <p><b>Sample performance indicator(s)</b></p> <ul style="list-style-type: none"> <li>• Create a concept map that explains the relationship between the following ideas and how these have changed over time: (i) needs and wants, (ii) economic systems, and (iii) business. Use graphics / images, colour, and imagination to help you communicate your ideas.</li> </ul> |

## Unit One – Business and the Marketplace

### Suggestions for Teaching and Assessment

#### Activate

- What are some of your most important needs and wants? How do you satisfy these demands? How does this change over time? Compare your response with a partner. What is similar? What is different? What inferences can you make from this comparison?

| Age                       | Need | Met by ... | Want | Met by ... |
|---------------------------|------|------------|------|------------|
| <i>Child</i><br>(past)    | 1.   |            | 1.   |            |
|                           | 2.   |            | 2.   |            |
|                           | 3.   |            | 3.   |            |
| <i>Youth</i><br>(present) | 1.   |            | 1.   |            |
|                           | 2.   |            | 2.   |            |
|                           | 3.   |            | 3.   |            |
| <i>Adult</i><br>(future)  | 1.   |            | 1.   |            |
|                           | 2.   |            | 2.   |            |
|                           | 3.   |            | 3.   |            |

*Based on these trends, I can conclude that ...*

- 1.
- 2.
- 3.

#### Connect

- Create a collage or bulletin board display which illustrates the ways in which economic systems (the way people meet their needs and wants) have changed over time. (Note: This could be conducted as a competition among small groups.)
- In a group of four debate the following positions. At the end of each debate, decide which position is the fairest to all involved.
  - ✓ *A free market is the best way for people to meet their needs and wants.*
  - ✓ *There should be a limit on the amount of profit a business can earn.*
  - ✓ *Profit should always be the main incentive for business.*

| Position:   |                       |
|---|-----------------------|
| Arguments for ...   | Arguments against ... |
|   |                       |
| <i>The position that is fairest for all involved is _____ because ...</i> |                       |

#### Consolidate

- Write a reflective journal entry using one of the following stems:
  - *I didn't realize how important business is in our daily lives ...*
  - *What I found most interesting in this section was ...*

### Notes

**Suggested Time:** 6 hours

#### Authorized Resources

*The World of Business*

- pp. 10-13
- pp. 16-17
- pp. 26-27
- pp. 252-254

#### Appendix B

#### Suggested Resource(s):

- *The Corporation* (DVD) and related teacher resources is available from HelloCoolWorld.com. the film is also available on YouTube.com.

## Unit One – Business and the Marketplace

| Curriculum Outcome   | Elaboration  |
|--|--|
| <p><b>SCO 1.0 - The student will be expected to demonstrate an understanding of essential economic concepts in business</b></p> <p>1.1 explain the relationship between consumer needs and wants, and business</p> <p>► <b>1.2 explain the relationship between supply, demand and price</b></p> <p>1.3 identify and describe economic sectors</p> | <p>Discuss with students that although buyers and sellers can meet in a marketplace buying and selling may not take place. From an economic perspective, supply, demand and price are critical factors in the marketplace. In this regard, students should be able to:</p> <ul style="list-style-type: none"> <li>• explain a supply and demand graph;</li> <li>• explain what happens when there is (i) a change in supply / quantity supplied, and (ii) a change in demand / quantity demanded;</li> <li>• differentiate between elastic and inelastic demand; and</li> <li>• explain how consumers can respond to changes in price for both elastic and inelastic goods and services (e.g., use of substitutes, delayed purchases, etc.).</li> </ul>  |
|  | <p>While students do not need to be able to construct these graphs, teachers may wish to illustrate how one is constructed using sample data.</p> <p>It is important that students develop an understanding of how price is determined in the marketplace. The added advantage of supply and demand analysis is that it helps to avoid a waste of resources (e.g., when a business produces more than what is demanded) and to reduce the possibility of shortages (i.e., when demand exceeds supply).</p> <p>This section should conclude with a discussion of what happens when competing businesses enter the market place. While there may be an effect on price, it is also a possibility that some businesses may choose, or be forced out of the marketplace.</p> <p>Inquiry and analysis should include:</p> <ul style="list-style-type: none"> <li>• <i>Use Information</i> — Sketch what will happen if there is an increase in supply? Is this demand line elastic or inelastic?</li> <li>• <i>Make Comparisons</i> — How does consumer use of a commodity change if there is an increase in price and the commodity is (i) elastic? (ii) inelastic?</li> <li>• <i>Identify Cause and Consequence</i> — If a good or service is inelastic, what happens to demand as price changes?</li> <li>• <i>Consider Perspective</i> — Generally speaking, what price does a consumer usually want to pay for a commodity or service? Is this perspective similar or different for a business?</li> <li>• <i>Determine Significance</i> — What is the benefit of supply and demand analysis for a small business? A larger business?</li> <li>• <i>Make Value Judgements</i> — Should the price of essential commodities and services be controlled / set by the government? What are the most compelling arguments that can be used in this debate for each side?</li> </ul> <p><b>Enduring Understanding</b></p> <p>By the completion of this section students should understand that buying and selling will occur when the buyer and seller agree to a price.</p> <p><b>Sample performance indicator(s)</b></p> <ul style="list-style-type: none"> <li>• Create real life examples using comic art to illustrate <u>each</u> of the following scenarios: <ul style="list-style-type: none"> <li>✓ consumer response to a shortage of an elastic good;</li> <li>✓ consumer response to a significant increase in price for an inelastic good; and</li> <li>✓ business response to increased competition in the marketplace.</li> </ul> </li> </ul> |

## Unit One – Business and the Marketplace

### Suggestions for Teaching and Assessment

#### Activate

- What would you do if a good or service that you use suddenly increases in price? Think about purchases to meet both needs and wants.

| Area   | Item | Response |
|--|------|----------|
| <b>Goods</b>                                   |      |          |
|  |      |          |
|  |      |          |
|  |      |          |
| <b>Services</b>                                |      |          |
|  |      |          |
|  |      |          |
|  |      |          |
| <i>From this analysis I can infer that ...</i> |      |          |

#### Notes

**Suggested Time:** 6 hours

#### Authorized Resources

*The World of Business*

- pp. 13-14
- pp. 28-32

#### Connect

- What are examples of both elastic and inelastic goods and services for an average family of four living and working in a major urban area, such as Toronto as compared to a rural area, such as Mud Lake (Labrador)? What are the similarities and differences for these families? What generalizations can you make?
- Interview the purchasing manager for a business. Ask them to explain how they determine how much of a product should be ordered in order to avoid shortages / excess inventory.
- Sketch a series of supply and demand graphs for a range of products and services. Add a second demand or supply line (in a different colour) to illustrate what would happen if there was an increase or decrease. Write a caption that explains each scenario, and how consumers may respond. Be sure to use specific examples, and include an image of each. A possible set of graphs may include:
  - ✓ elastic good, with a demand increase
  - ✓ inelastic service, with a supply decrease
  - ✓ elastic service, with a supply decrease
  - ✓ inelastic good, with a demand increase
- Role play the following scenario: The House of Assembly is considering introducing legislation that would allow for government regulation of essential (inelastic) goods and services. Assume the role of a specific stakeholder. Create and deliver a two minute presentation to the committee. Be sure to explain your main ideas clearly and concisely. (*Note: teachers should ensure that there are stakeholders who are for and against the proposal; e.g., business leaders, entrepreneurs, senior citizens, students, etc.*).
- Create a print, radio or television advertisement that is targeted to a specific age group which explains the benefits of a market economy.

#### Consolidate

- Using a graphic organizer or some other visual representation, explain how your choices as a consumer are affected by changes in the marketplace. Use three specific examples to illustrate your ideas. Ensure that you address both elastic and inelastic demand.
- Using a specific example (e.g., popular toy or concert tickets), explain how elastic goods or services can sometimes be “inelastic”?

## Unit One – Business and the Marketplace

| Curriculum Outcome   | Elaboration  |
|--|--|
| <b>SCO 1.0 - The student will be expected to demonstrate an understanding of essential economic concepts in business</b>   | <p>As students conclude their examination of economic concepts in relation to business activity it will be important that they begin to develop an understanding of how the marketplace is organized.</p>  |
| 1.1 explain the relationship between consumer needs and wants, and business<br><br>1.2 explain the relationship between supply, demand and price<br><br><b>► 1.3 <i>identify and describe economic sectors</i></b> | <p>Economic activity may be classified into various categories, according to purpose. For example, when considering business ownership the classifications public and private are typically used. Another frequently used classification organizes businesses according to what type of economic good is produced. These sectors (also referred to as industries) include:</p> <ul style="list-style-type: none"> <li>• primary industries,</li> <li>• secondary industries,</li> <li>• tertiary industries, and</li> <li>• quaternary industries.</li> </ul> <p>As students progress through the remainder of this course, they will be engaged with various activities and explorations where they will further classify and describe business activities based on consumer demand, such as identifying and describing target markets.</p> |
|  | <p>It is important that students use these concepts to describe and analyze their local economy and the provincial economy. Students should consider which areas have the greatest economic value in terms of gross domestic product (GDP) and revenue for government, as well as which industries provide for the greatest employment.</p> <p>In relation to GDP, students need only consider that this is a simple measure of economic activity for a period of time. When comparing current GDP to past years (by sector or the economy as a whole), it enables a person to identify economic trends — which is critical in terms of identifying opportunities for new ventures and for avoiding / solving potential problems.</p>  |

### Inquiry and analysis should include:

- *Use Information* — Which economic sectors are most important in relation to the Newfoundland and Labrador economy? Has this in any way changed over time?
- *Make Comparisons* — What are the similarities and differences between the four main economic sectors?
- *Identify Cause and Consequence* — What is the relationship between primary and secondary industries?
- *Consider Perspective* — What types of issues might be important in a particular industry (e.g., quaternary)?
- *Determine Significance* — At various times in our past, have some industries been more important than others? What might account for this?

### Enduring Understanding

By the completion of this section students should understand that it is useful to think of economic activities in terms of sectors / industries, and to consider how economic activities change over time.

### Sample performance indicator(s)

- Why is it helpful to think of the economy in terms of sectors, and to know how each sector is changing over time?

## Unit One – Business and the Marketplace

### Suggestions for Teaching and Assessment

#### *Activate*

- With a partner (or as part of a class discussion), generate a list of economic activities that you have engaged in over the past three months. For each activity, assign a dollar value. Use that data to estimate the value of your (or your class's) economic activities for a year. Be sure to include the value of activities such as food purchases, music lessons, etc.

#### *Connect*

- Using the data you generated in the previous activity, classify your purchases according to economic sector. Which sector of the economy are you most engaged with? What accounts for this?
- Using a telephone book or business directory, classify the businesses in your area according to economic sector. Based on this data, how would you describe your local / regional economy?
- What were the economic activities that originally brought people to live and work in your community? To what sector(s) of the economy did this relate? Is it the same today? What might account for this difference / similarity?
- What are the most important areas of economic activity in relation to the province as a whole? How might this change in the future? Why? What planning should take place today to help minimize any negative effects associated with this change? Present your research and ideas in a medium of your choice, such as a storyboard, poem, rant or a song.
- Based on your learning in this section, speculate as to how global economic changes / trends might affect the provincial economy in the future. What are the opportunities? What are the challenges?

#### *Consolidate*

- Why is it important to be aware of how the economy is functioning and changing around you?

### Notes

**Suggested Time:** 3 hours

#### **Authorized Resources**

*The World of Business*

- pp. 57-58

#### **Suggested Resource(s):**

- Invite the local community business development officer as a guest speaker to discuss the significance of attracting and retaining businesses in the area

## Unit One – Business and the Marketplace

| Curriculum Outcome  | Elaboration   |
|---|---|
| <p><b>SCO 2.0 - The student will be expected to demonstrate an understanding of how a business functions</b></p>  | <p><b>Students should consider the relative strengths and weaknesses of the following forms of business organization:</b></p> <ul style="list-style-type: none"> <li>• Sole Proprietorship</li> <li>• Partnership</li> <li>• Corporation</li> </ul>   |
| <p>► <b>2.1 compare types of business organization</b></p> <p>2.2 explain the primary tasks involved in running a business</p> <p>2.3 explain how businesses change over time</p> | <p>Ultimately, students should be able to, when presented with a potential venture opportunity, suggest which form of business organization might be preferable. Include scenarios such as:</p> <ul style="list-style-type: none"> <li>• <i>Ryan wants to take advantage of the trend for custom wedding and birthday cakes, working part time to produce supplemental income for his family.</i></li> <li>• <i>Susan is an exceptional photographer who wants to use her artistic abilities and become a professional photographer. She lacks capital and business knowledge.</i></li> <li>• <i>A group of five young engineers have developed a new technology enabling the creation of low cost motorcycles. They want to mass produce this product to meet the growing demand for low cost travel that is emerging in Africa.</i></li> <li>• <i>Clare and Judy are experienced and successful builders who have a long track record in building luxury homes. They want to capitalize on the aging baby boomer market and build a series of luxury condominiums across the province.</i></li> </ul> |

## Unit One – Business and the Marketplace

### Suggestions for Teaching and Assessment

#### Activate

- What are some of the risks and challenges involved with operating a business? Brainstorm possible ways that these risks and challenges might be addressed.

| Risks and Challenges Faced by Businesses |                   |
|--|-------------------|
| Risk / Challenge                         | Possible Solution |
|  |                   |
|  |                   |
|  |                   |
|  |                   |

#### Connect

- With a partner, make a list of businesses that you are familiar with (locally and globally). Classify each according to size. How do you think each one is organized? Research to determine the form of business organization used. What advantages might each offer?

| Business | Size (# of employees)<br>(circle one)                            | Organization<br>(circle one)                      | Advantages |
|----------|--|---|------------|
|          | Micro (1-4)<br>Small (5-99)<br>Medium (100-499)<br>Large (500 +) | Sole Proprietorship<br>Partnership<br>Corporation |            |
|          | Micro (1-4)<br>Small (5-99)<br>Medium (100-499)<br>Large (500 +) | Sole Proprietorship<br>Partnership<br>Corporation |            |

- Imagine that you are a loan officer at a bank. A client presents you with a draft venture plan. While the proposal provides an excellent overview of the business idea, it does not include any information on the form of business organization that will be used. Create a brief handout for the entrepreneur which will help her / him write this section of the plan. Share your idea with another student. Combine and refine your ideas. Finally, organize your work into a small brochure for distribution to clients with similar needs. Your handout should be produced using a software package, such as Microsoft Word. Be sure to make effective use of the principles of graphic design and include appropriate visuals. Your final product should be \_\_\_\_\_. (Note: teachers should detail the specifications of the final product.)

#### Consolidate

- Write a journal entry using one of the prompts provided:
  - ✓ *If I were to start my own business I would probably organize it as a \_\_\_\_\_ because ... (Note, feel free to create your journal entry using graphics and images as opposed to text.)*
  - ✓ *While I didn't give it much consideration before, I now understand that businesses owners assume a lot of risk. For example, ...*

### Notes

**Suggested Time:** 3 hours

#### Authorized Resources

*The World of Business*

- pp. 41-44

#### Suggested Resource(s):

- *Getting The Message Out (GMO)* sponsored by the Department of Innovation, Trade and Rural Development (ITRD)
- Aliant Learning Centre (found at learning.aliant.net)
- Invite local business people as guest speakers
- Invite local lawyer(s) to speak on legal issues (e.g., liability)
- Sample partnership agreements
- Sample franchise opportunities / agreements

## Unit One – Business and the Marketplace

| Curriculum Outcome   | Elaboration  |
|--|--|
| <p><b>SCO 2.0 - The student will be expected to demonstrate an understanding of how a business functions</b></p> <p>2.1 compare types of business organization</p> <p>► <b>2.2 explain the primary tasks involved in running a business</b></p> <p>2.3 explain how businesses change over time</p> | <p>The intent of this delineation is to <i>introduce</i> students to the various tasks involved in operating a business. While each of these areas have considerable depth and detail, teachers are advised to keep discussion focused on the broader responsibilities associated with each area.</p> <ul style="list-style-type: none"> <li>• <i>Marketing and Advertising</i> — includes product, price, place, promotion, competition and customers</li> <li>• <i>Production</i> — what constitutes the factors of production; various ways and considerations in relation to how businesses produce goods / services</li> <li>• <i>Management and Human Resources</i> — planning, organizing and controlling business operations; improving overall productivity and efficiency; finding and retaining employees</li> <li>• <i>Financial Planning and Analysis</i> — basic accounting concepts; reading and interpreting financial statements (balance sheet, income statement, cash flow)</li> <li>• <i>Legal Issues and Responsibilities</i> — what regulations govern the business; are there ethical and moral obligations</li> </ul> <p>To assist teachers in engaging students in this area, it may be desirable to use a jigsaw or other cooperative strategy. For example, students could work in expert groups to become proficient with one particular task / area, and then share their learning with their home team. If using this approach, teachers should have carefully selected case studies for each expert group to use. It is recommend that expert groups use <i>several case studies</i> in order to develop a deeper understanding of each area and not to rely on a single case study.</p> <p>Inquiry and analysis should include:</p> <ul style="list-style-type: none"> <li>• <i>Make Comparisons</i> — Do all businesses operate in the same way? Explain.</li> <li>• <i>Identify Cause and Consequence</i> — What are the potential consequences if a business does not adequately manage each area of its operations? Identify specific issues for each area.</li> </ul> <p><b>Enduring Understanding</b></p> <p>By the completion of this section students should understand that the successful operation of a business requires attention to all areas of operation.</p> <p><b>Sample performance indicator(s)</b></p> <ul style="list-style-type: none"> <li>• In this section you have been introduced to the main tasks associated with running a business. Which three tasks are most important in terms of business success? Explain.</li> </ul> |

## Unit One – Business and the Marketplace

### Suggestions for Teaching and Assessment

#### Activate

- Discuss examples of highly effective advertisements from each medium: internet, print, radio, television. For each advertisement, identify:
  - ✓ product
  - ✓ primary audience (age, gender)
  - ✓ purpose of advertisement

#### Connect

- Create a set of jot notes that summarize the important ideas associated with each of the following tasks:
  - ✓ marketing,
  - ✓ production, and
  - ✓ financial planning.
- Create a brief case study for a business to explain its basic operations. The following sample outline may be used to guide your writing. Add other questions as appropriate.

| Area              | Question   | Notes |
|-------------------|--|-------|
| <b>Marketing</b>  | <i>What is the product?</i>                                    |       |
|                   | <i>Who is the target market?</i>                               |       |
|                   | <i>Who is the competition?</i>                                 |       |
| <b>Production</b> | <i>What is involved in creating the product?</i>               |       |
| <b>Legal</b>      | <i>What potential legal issues must the business consider?</i> |       |
| <b>Financials</b> | <i>How large is the total market for this product?</i>         |       |

- Imagine that you are going to open a \_\_\_\_\_. Decide which form of business organization you will use. Then, with the help of a partner, identify and rank in terms of importance the *critical* questions that you will need to answer in order to successfully operate your business. Your questions will need to be specific in relation to your particular business. Organize your final response in a chart, under the following categories: marketing, production, human resources, financials, and legal. (*Note: It is recommended that each student complete this task individually and collaborate with a partner for brainstorming purposes once she/he has individually created a rough draft of their response.*)
- You have been hired to head one of the following areas in a newly established company — marketing, production, human resources, accounting, legal. Create a list of ten important questions that you would need to have answered in order to start running your department.

#### Consolidate

- Imagine that you have been invited to teach a group of grade six students about “business basics”. Create a visual that utilizes images and text to summarize by category the most critical tasks associated with running a business.

### Notes

**Suggested Time:** 9 hours

#### Authorized Resources

*The World of Business*

- pp. 92-98
- pp. 178-193
- pp. 210-215
- pp. 255-261

## Unit One – Business and the Marketplace

| Curriculum Outcome   | Elaboration   |
|--|---|
| <p><b>SCO 2.0 - The student will be expected to demonstrate an understanding of how a business functions</b></p> <p>2.1 compare types of business organization</p> <p>2.2 explain the primary tasks involved in running a business</p> <p>► <b>2.3 explain how businesses change over time</b></p> | <p><b>Elaboration</b></p> <p>Business is a dynamic and ever changing area. In some ways, it reflects how the world is changing every day. New products and services enter the market place, others change, and some disappear, all in response to the needs and wants of humans.</p> <p>As students complete their inquiry in relation to essential business concepts, it will be important that they consider ways in which businesses change over time. This idea can be exemplified in three different ways:</p> <ul style="list-style-type: none"> <li>• <i>product life cycle</i> — virtually all products have a limited life; most products pass through the following stages: market introduction, growth, maturity, and saturation and decline</li> <li>• <i>business life cycle</i> — there are several descriptions in relation to this concept (e.g., establishment, growth, expansion, maturity, decline); however, regardless of the actual model that students engage with, the ‘big idea’ is that businesses grow, and then often age; the challenge for businesses is to remain relevant in the marketplace as they mature</li> <li>• <i>economic (business) cycle</i> — refers to economy-wide fluctuations in economic activity over months or years, involving economic growth (expansion or boom), and periods of decline (recession); businesses typically increase production and have greater sales and profits during the growth phase, and less output, profits and fewer employees during the decline phase</li> </ul> <p>Discussion here should be limited and brief. For example, it is <u>not</u> necessary to consider inflation rates or fiscal policy in relation to the economic cycle.</p> <p>Inquiry and analysis should include:</p> <ul style="list-style-type: none"> <li>• <i>Make Comparisons</i> — In what ways is the product introduction stage similar to and different from the product decline stage? Why do some businesses survive longer than other businesses?</li> <li>• <i>Identify Cause and Consequence</i> — Why might a business decline?</li> <li>• <i>Consider Perspective</i> — What challenges do businesses face when they are becoming established? How does this differ from the challenges they face when the business is mature or entering decline?</li> <li>• <i>Determine Significance</i> — Why are governments concerned when the entire economy is experiencing a decline?</li> </ul> <p><b>Enduring Understanding</b></p> <p>By the completion of this section students should understand that virtually all businesses face the issue of decline.</p> <p><b>Sample performance indicator(s)</b></p> <ul style="list-style-type: none"> <li>• Is a period of decline — for a product, business or the economy as a whole — a problem or an opportunity?</li> </ul> |

## Unit One – Business and the Marketplace

### Suggestions for Teaching and Assessment

#### *Activate*

- Create a diptych displaying products and services that contrasts those that are “old and obsolete” with others that are “new and cutting edge”. (Note: this could be organized as a triptych, divided among products and services from the past, present and future.)

#### *Connect*

- Prepare a case study of a business that faced significant problems and potential failure, but eventually recovered. Be sure to identify the challenges the business faced and explain how it responded to these difficulties. Summarize your findings in a diagram or concept web. Share your work as part of a small group. After everyone has presented their case study, as a group, make inferences that help explain how / why some businesses are able to respond effectively to the problem of decline.
- Research the story of a business that declined and ultimately folded. Identify the reasons why this happened. Then, offer possible ideas / solutions that could have helped avoid this situation.

#### *Consolidate*

- Some businesses find it extremely difficult to adapt to changes in the marketplace and ensure that their products and services are relevant. What are three suggestions that all business leaders should be mindful of to ensure that this doesn’t happen.
- If a business folds, is it a failure? Identify and summarize the most compelling arguments on both sides of this question.

### Notes

**Suggested Time:** 3 hours

#### **Authorized Resources**

*The World of Business*

- pp. 232-238

## Unit One – Business and the Marketplace

| Curriculum Outcome   | Elaboration  |
|--|--|
| <p><b>SCO 3.0 - The student will be expected to demonstrate an understanding of factors that affect the success of a business</b></p> <ul style="list-style-type: none"> <li>► <b>3.1 explain the qualities of successful businesses</b></li> <li>► <b>3.2 explain the significance of effective leadership</b></li> <li>► <b>3.3 explain the relationship between consumer choice and competition</b></li> <li>► <b>3.4 explain the significance of ethics, social responsibility and sustainability</b></li> </ul> | <p>In simplest terms, a successful business earns a profit while meeting a need in the marketplace. However, there are many factors which form part of this premise. Students should investigate how the following factors relate to business success:</p> <ul style="list-style-type: none"> <li>• filling a market niche,</li> <li>• understanding demographics, and</li> <li>• responsiveness to change.</li> </ul> <p>Effective leadership in any business organization, at all levels, is also a significant determining factor in running a successful business. Desirable traits include:</p> <ul style="list-style-type: none"> <li>• calculated risk taking,</li> <li>• vision and passion,</li> <li>• perseverance, and</li> <li>• teamwork.</li> </ul> <p>Successful businesses work diligently to attract and retain customers. In particular, these businesses pay careful attention to:</p> <ul style="list-style-type: none"> <li>• providing excellent customer service,</li> <li>• determining customers want and providing it, and</li> <li>• producing quality products.</li> </ul> <p>Consumer and public expectations in terms of ethical behaviour and social responsibility over the past several decades have increased. There is a greater awareness that consumer choice can influence how a business operates. Consumers use this influence to help change business practises to ensure that businesses behave in an ethically and socially responsible manner. The actions of consumers also help ensure that businesses function and adopt practices to ensure economic, environmental and social sustainability.</p> <p>Inquiry and analysis should include:</p> <ul style="list-style-type: none"> <li>• <i>Make Comparisons</i> — In what ways do successful businesses differ from less successful ones?</li> <li>• <i>Identify Cause and Consequence</i> — How might being attentive to customer service / satisfaction influence a business?</li> <li>• <i>Consider Perspective</i> — Why do businesses sometimes ignore or dismiss customer feedback?</li> <li>• <i>Make Value Judgements</i> — What are some of the ethical and moral values that people consider when purchasing a product? Why might these values be considered important by the consumer?</li> </ul> <p><b>Enduring Understanding</b></p> <p>By the completion of this section students should understand that responsiveness to consumer demand and expectations is essential to business success.</p> <p><b>Sample performance indicator(s)</b></p> <ul style="list-style-type: none"> <li>• In this section you have studied some of factors that help create a successful business. Identify, rank and briefly describe three factors that are most important in this regard.</li> </ul> |

## Unit One – Business and the Marketplace

### Suggestions for Teaching and Assessment

#### Activate

- Generate a list of businesses that you have visited and products / services that you have used. Organize your list into categories. Compare your information with a partner. What is similar about how you classified your data? What inferences can you make about successful businesses?

| Businesses Visited        |                   |                         |
|---------------------------|-------------------|-------------------------|
| Weak / Needs Improvement  | Average / Typical | Exceptional / Exemplary |
|                           |                   |                         |
| <i>Inferences</i>         |                   |                         |
| Products or Services Used |                   |                         |
| Weak / Needs Improvement  | Average / Typical | Exceptional / Exemplary |
|                           |                   |                         |
| <i>Inferences</i>         |                   |                         |

#### Connect

- Identify a business and suggest three significant ways it could improve.
- Reflecting on the qualities of a successful business person, why are these qualities important for success?
- With a partner, write and deliver a compelling rant on one of the following topics:
  - ✓ *The customer is always right!*
  - ✓ *What's the best thing a business can do to attract more customers?*
  - ✓ *You know what makes a great sales person?*
- Imagine that you are tasked with helping a business save money. What questions could you ask the business to help reduce costs, but still maintain customer satisfaction. (*Note: It will be helpful to refer students to the areas of operations covered in delineation 1.4.*)

#### Consolidate

- What are the most significant consequences for a business if it “loses touch” with its customers?

### Notes

**Suggested Time:** 10 hours

#### Authorized Resources

*The World of Business*

- p. 11
- pp. 75-81
- pp. 90-103
- p. 122
- pp. 194-197
- p. 218
- p. 234
- p. 237
- pp. 252-253
- p. 255



# Unit Two: Entrepreneurship and New Ventures

## Unit Overview

Unit Two focuses on entrepreneurs, entrepreneurship and the creation of new ventures. It introduces students to the characteristics and skills of effective entrepreneurs as well as the risks and benefits of life as an entrepreneur. Students will begin to consider how their own abilities and characteristics may apply in the world of business and in other aspects of their personal lives. They will also explore the concept of venture generation. This requires surveying their environment for venture opportunities as well as evaluating a number of ventures that currently exist. In addition to generating ideas, students will explore areas of opportunity for new ventures and evaluate the viability of these ventures in a “Dragons’ Den” related activity.

## Unit Outcomes

- |          |   |
|----------|---|
| SCO 4.0: | The student will be expected to demonstrate an understanding of entrepreneurship  |
|          | <ul style="list-style-type: none"><li>4.1 describe the characteristics and skills of effective entrepreneurs</li><li>4.2 evaluate the risks and benefits of entrepreneurship</li><li>4.3 develop a personal profile of entrepreneurial characteristics</li></ul>    |
| SCO 5.0: | The student will be expected to demonstrate an understanding of venture potential   |
|          | <ul style="list-style-type: none"><li>5.1 identify sources of ideas for new ventures</li><li>5.2 evaluate ventures that have been developed to meet consumer demand</li><li>5.3 identify venture opportunities</li><li>5.4 evaluate venture opportunities</li></ul> |

## Unit Two – Entrepreneurship and New Ventures

| Curriculum Outcome  | Elaboration   |
|---|---|
| <b>SCO 4.0 - The student will be expected to demonstrate an understanding of entrepreneurship</b> | <p>This outcome transitions students from an examination of basic business concepts and briefly introduces the concept of entrepreneurship. The approach used throughout the remainder of this course requires that students begin to think and interpret the world around them as an entrepreneur, where they learn to identify and evaluate opportunities.</p>  |
| <b>► 4.1 describe the characteristics and skills of effective entrepreneurs</b>                   | <p>It will be useful for students to examine the stories of various entrepreneurs, and identify from this analysis the characteristics that successful entrepreneurs possess.</p>   |
| <b>► 4.2 evaluate the risks and benefits of entrepreneurship</b>                                  | <p>Students should consider the benefits of entrepreneurship in relation to the economy. This would include:</p> <ul style="list-style-type: none"> <li>• the economic spin-off of individual ventures (e.g., hiring employees, purchasing, etc.), and</li> <li>• the influence of new thinking / innovation / competition on other businesses (e.g., some of the positive effects of competition include lower prices for consumers, higher quality products and services, etc.).</li> </ul>   |
| <b>► 4.3 develop a personal profile of entrepreneurial characteristics</b>                        | <p>Finally, students are asked to reflect on their individual abilities, interests and strengths. It is not necessary, nor perhaps desirable, at this point to ask students if they see themselves as an entrepreneur. Rather, they are asked to consider how their individual traits can be used in relation to entrepreneurship. In the context of this course, the aspect of entrepreneurship that is of particular interest is <i>the process by which opportunities are recognized to introduce new products, processes or improvements to meet needs and wants</i>. It will be important to point out with students that the abilities to engage in creative and evaluative processes are not typically innate, but rather are learned. In subsequent sections of the course, students will be provided opportunity to deepen their ability in both creative and critical thinking.</p> |
|   | <p>Inquiry and analysis should include:</p> <ul style="list-style-type: none"> <li>• <i>Use Information</i> — After reading a case study, identify evidence in the story that speaks to the individual's entrepreneurial ability.</li> <li>• <i>Make Comparisons</i> — How do entrepreneurs differ from other business leaders?</li> <li>• <i>Identify Cause and Consequence</i> — How does entrepreneurship affect the economy?</li> <li>• <i>Consider Perspective</i> — When an entrepreneur looks at the world around them, how do they identify opportunities?</li> </ul>   |
|   | <h3>Enduring Understanding</h3> <p>By the completion of this section students should understand that entrepreneurs look at the world around them and see opportunities.</p> <h3>Sample performance indicator(s)</h3> <ul style="list-style-type: none"> <li>• How does entrepreneurship influence the world around you?</li> </ul>  |

## Unit Two – Entrepreneurship and New Ventures

### Suggestions for Teaching and Assessment

#### *Activate*

- What is appealing about the thought of owning your own business? Represent these ideas using words and images.

#### *Connect*

- Read about an entrepreneur. Then, summarize what you learned in terms of their:
  - ✓ *background*
  - ✓ *interests and abilities*
  - ✓ *how and why they started their own venture*
  - ✓ *their successes / failures*
 Present your findings as a poster or mini-documentary.
- Everyone has interests. If you were to follow your interests, in what area(s) of business would you like to work? What could you imagine yourself doing?
- Complete a personality profile. What did you learn about yourself? In what area(s) of business could you use these strengths?

**Note:** Students do not need to complete a final personal profile in this section. It is recommended that students simply begin to reflect on their individual areas of interest and ability at this time. A personal profile is one of the components in delineation 5.3 and 5.4 (project) as well as SCO 7 (marketing plan).

#### *Consolidate*

- Successful entrepreneurship requires a broad range of abilities. Identify and rank order the top five personal characteristics that are essential for the successful development of an idea into a finished product. Explain your reasoning.

### Notes

**Suggested Time:** 6 hours

#### **Authorized Resources**

*The World of Business*

- p. 15
- pp. 59-60
- pp. 311-324

## Unit Two – Entrepreneurship and New Ventures

| Curriculum Outcome  | Elaboration  |
|---|--|
| <p><b>SCO 5.0 - The student will be expected to demonstrate an understanding of venture potential</b></p> <p>► <b>5.1 identify sources of ideas for new ventures</b></p> <p>► <b>5.2 evaluate ventures that have been developed to meet consumer demand</b></p> <p>5.3 identify venture opportunities</p> <p>5.4 evaluate venture opportunities</p> | <p><b>Elaboration</b></p> <p>Generally, new ideas for a business venture come from two sources:</p> <ul style="list-style-type: none"> <li>• a new <i>idea</i> or <i>innovation</i>, or</li> <li>• identified demand in the marketplace.</li> </ul> <p>The point to be reinforced with students is that ventures are successful when they satisfy a demand in the marketplace.</p> <p>In this section students should develop and/or analyze case studies in which they describe and critique the success of new business ventures in the marketplace. The following outline is suggested:</p> <ul style="list-style-type: none"> <li>✓ identify the product or service and identify the need that it filled</li> <li>✓ describe the company</li> <li>✓ describe the target market</li> <li>✓ include or link to samples of advertising used</li> <li>✓ analyze how well the product or service meets consumer demand in the short and long term</li> <li>✓ provide suggestions for the business if it is to remain relevant in the marketplace</li> <li>✓ if the business no longer exists, explain what happened</li> </ul> <p>It is recommended that students develop four case studies from different areas in the marketplace (e.g., food service, recreation, clothing and apparel, etc.). Three case studies should be success stories and one should be a failed venture.</p> <p>It is important to note that as students develop their case studies and investigate different areas in the marketplace they are broadening and deepening their knowledge of target markets. This learning will be invaluable as they work through the remainder of the course.</p> <p>Inquiry and analysis should include:</p> <ul style="list-style-type: none"> <li>• <i>Make Comparisons</i> — What commonalities were there among new business ventures that succeeded? What differentiated successful ventures from unsuccessful ventures?</li> <li>• <i>Identify Cause and Consequence</i> — What tends to happen to a business when it introduces a successful product or service? What happens to a business when it introduces a new product or service that fails in the marketplace?</li> <li>• <i>Consider Perspective</i> — Why do some businesses pursue ideas that ultimately fail in the marketplace?</li> </ul> <p><b>Enduring Understanding</b></p> <p>By the completion of this section students should understand that ventures are successful to the degree to which they satisfy demand in the marketplace.</p> <p><b>Sample performance indicator(s)</b></p> <ul style="list-style-type: none"> <li>• Create a mock-up of a print or radio advertisement targeting entrepreneurs that emphasize three critical considerations in developing a successful venture.</li> </ul> |

## Unit Two – Entrepreneurship and New Ventures

### Suggestions for Teaching and Assessment

#### Activate

- With a partner, visit a speciality store or speciality areas in a department store (e.g., kitchen, gardening, home entertainment) and identify products that you feel are (i) innovative and novel, and (ii) uninspired and lack consumer appeal. Summarize your research and present your findings to the class, using the following stem “*Successful products . . . Unsuccessful products . . .*”

#### Connect

- Complete the following activities:

- ✓ Select a common object, such as an aluminum or plastic soda container. In ten minutes, identify as many possible alternative uses as you can think of for the object. Don’t critique your ideas, just list them.
- ✓ Identify a target market, such as older parents with young children. In ten minutes, identify as many possible needs or wants you can think of for that target market. Don’t critique your ideas, just list them.
- ✓ Return to each list and identify the ideas that are most likely to be viable ventures. To make this assessment, use the following criteria: (i) realistic, (ii) satisfies a genuine need, (iii) will be demanded by a large number of consumers, and (iv) will be relatively inexpensive and simple to produce.

Next, construct a Venn diagram to summarize what was similar and what was different about these two approaches. What are the advantages and disadvantages of using each approach?

- Critique a range of products and services. Apply criteria such as:
  - ✓ *market fit*
  - ✓ *quality*
  - ✓ *advertising*
- Research and create a case study of a local business or entrepreneur. Summarize the history of the business or entrepreneur and explain what accounts for their success. Present your case study as a news story for use in print, radio, television, or the web.

#### Consolidate

- With a partner, create a top ten list of “the most successful products and services of all time.” For each selection, identify the target market and explain why the product or service is/was successful. Present your list in an attractive and innovative format.

### Notes

**Suggested Time:** 7 hours

#### Authorized Resources

*The World of Business*

- pp. 329-330
- pp. 337-345

#### Internet Resources

**[www.springwise.com](http://www.springwise.com)**

Springwise scans the globe for new business ideas to help inspire entrepreneurial thinking.

**[www.trendwatching.com](http://www.trendwatching.com)**

An independent and opinionated trend research firm which identifies consumer trends and related business ideas.

## Unit Two – Entrepreneurship and New Ventures

| Curriculum Outcome  | Elaboration   |
|---|---|
| <p><b>SCO 5.0 - The student will be expected to demonstrate an understanding of venture potential</b></p> <p>5.1 identify sources of ideas for new ventures</p> <p>5.2 evaluate ventures that have been developed to meet consumer demand</p> <p>► <b>5.3 identify venture opportunities</b></p> <p>► <b>5.4 evaluate venture opportunities</b></p> | <p><b>Note: this section contains required activities that all students are to complete in order to satisfy the intent of this outcome.</b></p> <p>In order to think deeply about what constitutes a viable business, students need to engage in authentic learning experiences that allow them the opportunity to work through various venture scenarios. This involves two distinct phases. Phase one should be designed to enable students to think creatively as they brainstorm and flesh out a broad range of opportunities in different target markets. Phase two should ask students to critique venture ideas to determine which are most likely to be successful.</p> <p>It will be important to distinguish between these two phases, and be careful to avoid critiquing venture potential (i.e., evaluating) during the creative process in phase one. In fairness, this is a difficult requirement. Nonetheless, it is essential if students are to truly deepen their creative abilities. Edwards de Bono's "six thinking hats" and ideas related to lateral thinking are extremely useful approaches to use during these two phases.</p> <p>The projects outlined in column three are intended to help students further develop their creative and critical thinking abilities. Additionally, these projects will help students become better prepared for the development of a venture plan in Unit Three.</p> <p>Finally, this outcome also helps students develop proficiency in both communication and participation / collaboration. The ability to communicate effectively using a variety of mediums, and to work cooperatively with others to achieve common goals, are essential skills not only in the context of business and entrepreneurship, but also in many other "real life" settings.</p> <p>Inquiry and analysis should include:</p> <ul style="list-style-type: none"> <li>• <i>Use Information</i> — Identify and describe a venture opportunity in relation to a specific target market.</li> <li>• <i>Make Comparisons</i> — How do various businesses compete for customers in relation to a particular target market?</li> <li>• <i>Consider Perspective</i> — What does the customer want?</li> <li>• <i>Make Value Judgements</i> — Is this an ethical approach to use in meeting customer demand?</li> </ul> <p><b>Enduring Understanding</b></p> <p>By the completion of this section students should understand that creativity and careful analysis are essential in establishing a viable business venture.</p> <p><b>Sample performance indicator(s)</b></p> <ul style="list-style-type: none"> <li>• Imagine that you have been employed by a large investment firm that is seeking to invest in new venture opportunities. Your job is to identify and recommend possible investment opportunities. You have decided that offering a seminar to entrepreneurs will help improve the quality of submissions that you receive. Create an outline for the two hour workshop that you will offer. Include the most important points / questions that entrepreneurs need to consider when developing a venture opportunity.</li> </ul> |

## Unit Two – Entrepreneurship and New Ventures

### Suggestions for Teaching and Assessment

#### *Project #1 - New Venture Ideas*

*Note: This project should be completed in advance of Project # 2 (below).*

Identify and briefly describe three new business opportunities. In your description be sure to explain *how the opportunity is unique* and *why it is likely to be successful*. Note that each business opportunity should be tried to a different industry, economic sector, or business type (i.e., it is not appropriate to focus on only one area, such as automobiles).

Your project should be organized according to the follow outline:

1. comprehensive personal profile / self assessment
2. business venture opportunities
  - describe each idea (refer to criteria stated above)
  - describe the process/method used to generate each idea
3. select the idea that appeals to you the most and explain how well it matches your personal profile.

See Appendix C.

#### *Project #2 - The Dragons' Den*

*Note: Project #1 serves as preparation for Project #2. Each student should present their three ideas to the group. The group is encouraged to use / adapt one (or combine several) of the ideas and use it as their venture for Project #2. See Appendix C for more information.*

As a group of three, identify an idea for a new product or service that could serve as the basis for a new business start-up. You do not need to design a brand new invention, but your business idea should not be a mere replication of an existing product/service. Your idea should possess some element of novelty and uniqueness. The business concept must be aimed at establishing a stable, profitable business or one with strong growth potential.

This project is comprised of four stages (see Appendix D):

1. **Draft Venture Proposal:** the group identifies and briefly describes a viable venture opportunity; requires submission of written venture description
2. **Research:** the group completes two rounds of qualitative research with potential customers and relevant business people with the goal of refining and improving their venture idea
3. **Final Venture Proposal:** requires submission of a written report that details the venture opportunity, including an explanation of how the research stage helped to improve / refine the venture
4. **Presentation of Venture Opportunity:** each team presents their opportunity to a group of “dragons” with the goal to gain dragon approval and support; includes a question and answer period

### Notes

**Suggested Time:** 12 hours

#### **Authorized Resources**

*The World of Business*

- pp. 329-330
- pp. 337-345

#### **Appendix B**

*If students have maintained an EP they should be directed to use this research as a useful source of information for this outcome, as well as SCO 7.*

#### **Appendix C**

#### **Appendix D**

#### **Suggested Reading**

*Six Thinking Hats: An Essential Approach to Business Management* by Edward de Bono (1985).

#### **Internet Resources**

- [www.springwise.com](http://www.springwise.com)  
Springwise scans the globe for new business ideas to help inspire entrepreneurial thinking.
- [www.trendwatching.com](http://www.trendwatching.com)  
An independent and opinionated trend research firm which identifies consumer trends and related business ideas.

#### **Community Resource(s)**

Contact local business and community organizations for volunteers to serve as adjudicators for the Dragons’ Den (e.g., chamber of commerce, Rotary Club, CBDC, Regional Economic Development Board, etc.).



# Unit Three: Creating a Venture

## Unit Overview

In Unit Three students will engage in the process of articulating a venture opportunity. This is a process-based unit where the student uses the foundational concepts and knowledge acquired in Units One and Two to research and develop a marketing plan for a potentially viable venture. Through this process, students will develop an understanding of the importance of research, planning, flexibility and adaptability in the venture creation process.

## Unit Outcomes

- |          |  |
|----------|--|
| SCO 6.0: | The student will be expected to demonstrate an understanding of venture planning         |
| 6.1      | explain the purpose of a venture plan  |
| 6.2      | explain the benefits of project planning and strategic planning                          |
| 6.3      | explain the need for flexibility and adaptability in venture planning and implementation |
|          |  |
| SCO 7.0: | The student will be expected to create a venture marketing plan                          |
| 7.1      | describe a venture opportunity   |
| 7.2      | improve a venture opportunity  |
| 7.3      | present a venture marketing plan to an audience  |

## Unit Three – Creating a Venture

| Curriculum Outcome   | Elaboration   |
|--|---|
| <p><b>SCO 6.0 - The student will be expected to demonstrate an understanding of venture planning</b></p> <ul style="list-style-type: none"> <li>► <b>6.1 explain the purpose of a venture plan</b></li> <li>► <b>6.2 explain the benefits of project planning and strategic planning</b></li> <li>► <b>6.3 explain the need for flexibility and adaptability in venture planning and implementation</b></li> </ul> | <p>Research indicates that effective planning is essential to project success. The amount of planning, and detail required, is very much situational.</p> <p>In the context of this course, two points are important to make:</p> <ul style="list-style-type: none"> <li>• The more carefully a venture opportunity is developed through planning, the greater the likelihood of success. It is the process of asking questions and generating responses — often multiple times — that help to minimize risk.</li> <li>• Planning is not a substitute for a poorly conceived business idea nor for a product or service that does not satisfy a demand in the marketplace.</li> </ul> <p>A venture plan that is well developed will help an entrepreneur start and run a business successfully. Frequently it is used to help secure loans and solicit other investors if the plan clearly lays out a process that will yield a return on investment.</p> <p>In general terms, plans are developed in the context of achieving a goal. Therefore, having a clearly articulated goal is foundational to all activities. In situations where there are multiple individuals involved, the organizational goal and related plans help to ensure an alignment of resources and efforts to maximize the potential of reaching the target.</p> <p>Students should be introduced to the concept of strategic planning as a particular means to achieve a goal.</p> <p>Finally, given that entrepreneurship is a highly creative and dynamic process, highly effective businesses use data (e.g., market demographics) and feedback (e.g., feedback from customers) to refine and even alter their plans as they work to achieve their goals. Therefore, students are encouraged to develop habits of mind that allow for flexibility in thinking.</p> <p>Inquiry and analysis should include:</p> <ul style="list-style-type: none"> <li>• <i>Use Information</i> — What do I want to achieve?</li> <li>• <i>Make Comparisons</i> — What is the best way for me to reach my goal?</li> <li>• <i>Identify Cause and Consequence</i> — Is this plan really helping me achieve my target?</li> <li>• <i>Consider Perspective</i> — Is there another way of looking at this problem?</li> <li>• <i>Determine Significance</i> — What are the most important factors in helping achieve success?</li> <li>• <i>Make Value Judgements</i> — Am I compromising my core values while working to achieve my goal?</li> </ul> <p><b>Enduring Understanding</b></p> <p>By the completion of this section students should understand that taking the time to think through a situation and develop a plan is a critical element of being successful in any venture.</p> <p><b>Sample performance indicator(s)</b></p> <ul style="list-style-type: none"> <li>• What are the risks of starting a project without having a carefully developed plan in place? Which of these risks could be most detrimental?</li> </ul> |

## Unit Three – Creating a Venture

### Suggestions for Teaching and Assessment

#### Activate

- Think back to something important in your past (or present) that you wanted to achieve. What steps did you take to reach your goal? Is there anything that you could have done to make it more successful?

#### Connect

- Identify a task that requires planning to be successful. Possible examples include a potential venture, a class trip, a graduation prom or leaving ceremony, a task related to an actual job (such as working in a restaurant or producing a good), etc. Create a flow chart that summarizes the task. Then, work with a classmate to find ways to improve the process, using at least one criteria. Possible criteria include: reducing costs or time (efficiency), increasing quality control (effectiveness), or reducing environmental footprint (ethical). Revise your flow chart and provide a summary of the criteria you used to improve your process and the benefits realized.

#### Consolidate

- Read about Stephen Covey's "7 Habits of Highly Effective People or" In Search of Excellence". What ideas from this reading could you use to become more effective in reaching your goals?

### Notes

**Suggested Time:** 3 hours; note that students will continue to develop their understanding or planning as they work through SCO 7.0.

#### Authorized Resources

*Creating Businesses: Guiding You Towards Entrepreneurial Success*  
(Y-Enterprise Centre)

## Unit Three – Creating a Venture

| Curriculum Outcome   | Elaboration   |
|--|---|
| <b>SCO 7.0 - The student will be expected to create a venture marketing plan</b> | <p>Building on their learning to date, students are now asked to complete a venture marketing plan. All students are required to use the following development process:</p> <ol style="list-style-type: none"> <li>1. identify a venture opportunity,</li> <li>2. conduct primary research to improve the venture opportunity,</li> <li>3. create written marketing plan (including a sample advertisement), and</li> <li>4. present the venture opportunity to a group of adjudicators.</li> </ol>   |
| <b>► 7.1 describe a venture opportunity</b>                                      |   |
| <b>7.2 improve a venture opportunity</b>   |   |
| <b>7.3 present a venture marketing plan to an audience</b>                       | <p>As students work through this outcome they will continue to deepen their understanding of some of the critical ideas related to success in business which they have studied in outcomes 1 through 6, including:</p> <ul style="list-style-type: none"> <li>• factors that contribute to a successful business venture,</li> <li>• identifying opportunities in the marketplace, and</li> <li>• creating products and/or services to satisfy consumer demand.</li> </ul>  |
|  | <p>In preparing to develop a formal marking plan, students should be encouraged to pursue a venture opportunity where they already possess some background knowledge (e.g., an area they studied earlier in the course) and / or an area of personal interest (e.g., a hobby). Note that:</p> <ul style="list-style-type: none"> <li>• the idea does not need to be based on a new invention, but it does need to have an element of novelty or uniqueness,</li> <li>• the idea does not necessarily need to match their personal profile, although the individual should be able to explain how their personal abilities can contribute to the success of the venture, and</li> <li>• the venture does not need to be carried out, however, prototypes, models and samples should be created / used as appropriate.</li> </ul> |
|  | <p>In order to satisfy delineation 7.1 students must submit a written description of the initial venture idea. This report should detail both the product and the target market (limited to 150-200 words).</p>   |
|  | <p>Comments provided by teachers should help students with the next phase (delineation 7.2). Remind students that as they conduct more in-depth research — particularly primary research — their venture ideas should begin to evolve and improve. This research will help students clarify their vision and work to ensure a better fit to satisfy consumer demand. For some students there will be a significant shift in thinking between the description of the business venture opportunity and the submission of the marking plan.</p>  |
|  | <p>Inquiry and analysis should include:</p> <ul style="list-style-type: none"> <li>• <i>Use Information</i> — What needs or wants are you fulfilling? What is your product / service? Who is your target market?</li> <li>• <i>Make Comparisons</i> — How is your venture different from the competition?</li> <li>• <i>Identify Cause and Consequence</i> — Why should people purchase your product / service? What needs to happen to ensure that your venture is viable?</li> <li>• <i>Consider Perspective</i> — What will potential customers find attractive about your product / service?</li> <li>• <i>Make Value Judgements</i> — What values or ideals guide your company?</li> </ul>   |
|  | <p><b>Enduring Understanding</b></p>  |
|  | <p>By the completion of this section students should understand that business ventures should be designed to satisfy consumer demand.</p>   |
|  | <p><b>Sample performance indicator(s)</b></p>   |
|  | <ul style="list-style-type: none"> <li>• Based on an identified need in the marketplace, submit a written summary of a viable venture opportunity.</li> </ul>   |

## Unit Three – Creating a Venture

### Suggestions for Teaching and Assessment

#### Activate

- Reflecting on your work to date in this course, create a short list for each of the following:
  - ✓ *businesses, products and services that I thought were really innovative*
  - ✓ *personal interests and abilities that I have*
  - ✓ *opportunities that I observed in a particular market*
 Examine the information that you have recorded and select a single idea (or combination of ideas) that will serve as the basis for a new venture opportunity.

#### Connect

- Create a business journal to help you develop your venture opportunity. To begin, take 30-60 minutes and answer the following question:

| <b>“(insert name of product or service)”</b> |  |   |
|--|--|---|
| <b>What I know about this area ...</b>       | <b>Questions that I need to answer ...</b> | <b>People or places that can help ...</b> |
|  |  |   |

- Based on the opportunity that you have identified, create a web diagram as you brainstorm and work through the following questions and you begin to flesh out (i) the venture description and (ii) the target market:
  - ✓ *What is the need/opportunity?*
  - ✓ *Who are the potential users? (age, gender, location, income)*
  - ✓ *What is it that consumers want? (Describe the attributes in detail.)*
  - ✓ *How will the product / service work?*
  - ✓ *What will the product / service look like?*
  - ✓ *Are the users the same as the purchasers? (e.g., Will a parent purchase this for a child?)*
- Prepare a draft summary of the venture opportunity. Edit and revise to help make the summary clear and concise.

#### Consolidate

- Who can help you work to further flesh out this concept into a viable business opportunity? Create a list of ten potential customers and three people who are knowledgeable about business operations (e.g., a business person, a worker in the industry, etc.). Keep the list with your other planning materials and use it in the next stage of the development process.

### Notes

**Suggested Time:** 6 hours

#### Authorized Resources

*Creating Businesses: Guiding You Towards Entrepreneurial Success* (Y-Enterprise Centre)

#### Appendix B

*If students have maintained an EP they should be directed to used this research as a useful source of information for this outcome.*

#### Appendix E

#### Observation:

The process outlined in SCO 7 is conceptually similar to the process used in SCO 5. However, in this instance (SCO 7) a more detailed plan will be developed.

#### Variation:

In relation to SCO 7 and the development of a marketing plan, it may be permissible for a student to develop a plan for an existing product or service. However, to preserve the integrity of this outcome, it is expected that the plan developed will be of a high standard in terms of creativity and thoroughness.

## Unit Three – Creating a Venture

| Curriculum Outcome   | Elaboration  |
|--|--|
| <p><b>SCO 7.0 - The student will be expected to create a venture marketing plan</b></p> <p>7.1 describe a venture opportunity</p> <p>► <b>7.2 improve a venture opportunity</b></p> <p>7.3 present a venture marketing plan to an audience</p> | <p>This delineation requires that students utilize both secondary and primary research to improve their venture opportunity.</p> <p>In the preceding delineation (7.1) students will have used some secondary data (and possibly primary data, although this was <i>not required</i>) as the basis for their product or service description. During this phase of the development process, students are asked to research their idea more thoroughly with the view to refining their idea to ensure a tighter fit as they strive to satisfy market demand. Students should be directed to utilize the following data:</p> <ul style="list-style-type: none"> <li>• <b>Secondary Data:</b> Trade journals, news stories, etc., related to the industry.</li> <li>• <b>Primary Data:</b> This data will be the most useful in terms of refining the actual product or service to meet consumer expectations. Students should utilize the following sources, although the degree to which each is used will vary according to the nature of the venture opportunity: <ul style="list-style-type: none"> <li>✓ <b>Statistics Canada</b> - Acquire information that describes the target market (e.g., age, gender, income, related spending patterns, etc.).</li> <li>✓ <b>Survey</b> - It is recommended that students construct a survey and collect data from a sufficient number of potential consumers in order to be statistically significant (15-20 surveys is usually adequate).</li> <li>✓ <b>Customer Interviews</b> - While quantitative data is useful, qualitative data will provide more specific information to help improve the venture idea. It is suggested that students interview at least six potential customers between the two rounds of data collection.</li> <li>✓ <b>Businessperson Interview</b> - Teachers should assist students by inviting businesspeople to the school so that interviews can take place during the school day. Local businesspeople will often be very willing to assist with this type of activity.</li> <li>✓ <b>Competition Analysis</b> - Examine similar products and/or businesses to identify strengths, weaknesses, new opportunities , etc.</li> </ul> </li> </ul> <p>In relation to the use of primary data, students should conduct <u>two</u> rounds of surveys: (i) customer interviews, and (ii) businessperson interviews. After each round the student should consider how the feedback may be used to improve the product / service. However, do remind students that it is not necessarily possible, nor desirable, to address the comments of all interviewees.</p> <p>Inquiry and analysis should include:</p> <ul style="list-style-type: none"> <li>• <i>Use Information</i> — What did you learn about your target market from your survey? What did your interviews tell you about the needs of potential customers?</li> <li>• <i>Identify Cause and Consequence</i> — How can the advice of the businesspeople you interviewed help improve your venture?</li> <li>• <i>Consider Perspective</i> — How do potential customers currently meet this need? Will your venture prove to be a better fit?</li> <li>• <i>Make Value Judgements</i> — What values should guide your business?</li> </ul> <p><b>Enduring Understanding</b></p> <p>By the completion of this section students should understand that when a business strives to satisfy consumer demand it increases the potential for success.</p> <p><b>Sample performance indicator(s)</b></p> <ul style="list-style-type: none"> <li>• Explain how you used primary market research to improve your venture opportunity.</li> </ul> |

## Unit Three – Creating a Venture

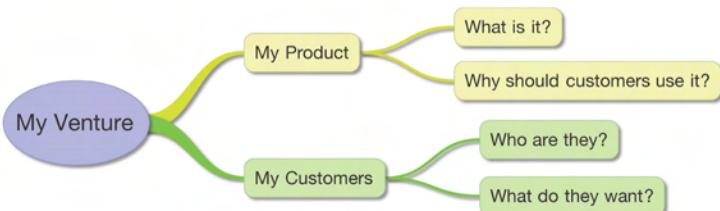
### Suggestions for Teaching and Assessment

#### Activate

- Identify products / services that are similar to your venture proposal. What are these businesses doing well? What are they doing poorly (i.e., how could they improve)? What ideas does this give you in terms of improving your venture?

#### Connect

- Create a poster (or other prototype) that you can use with potential customers and businesspeople during the survey process as you conduct primary research.
- Create a new web diagram, in which you more precisely describe your target market and the characteristics of your product / service. Revise or recreate your diagram based on your market research.



#### Consolidate

- Reflecting on the advice that businesspeople (and consumers) have offered you, what are the three most important considerations that you must address in order for your venture to be successful? Summarize this in a mini-poster that you could share with your employees.

### Notes

**Suggested Time:** 9 hours

#### Authorized Resources

*Creating Businesses: Guiding You Towards Entrepreneurial Success* (Y-Enterprise Centre)

#### Appendix D

The guidelines for qualitative research may be adapted from the Dragons' Den to meet the needs of delineation 7.2.

## Unit Three – Creating a Venture

| Curriculum Outcome  | Elaboration  |
|---|--|
| <b>SCO 7.0 - The student will be expected to create a venture marketing plan</b>  | <p>This outcome concludes with students consolidating their ideas and learning through the submission of a written venture marketing plan and the delivery of a presentation / demonstration of the venture opportunity.</p>   |
| 7.1 describe a venture opportunity<br>7.2 improve a venture opportunity<br>► <b>7.3 present a venture marketing plan to an audience</b> | <p>The venture marketing plan should conform to the outline described in Appendix E. Students should adhere to the specifications noted in the appendix, particularly in terms of maximum word / page length. In particular, this will require that students articulate their ideas using concise, accurate, and descriptive language. In brief, this report will be judged primarily on the quality of the ideas and research presented. Students will need to ensure that they clearly explain how they used primary (and secondary) research to help improve their venture opportunity.</p>   |
|   | <p>When presenting the venture opportunity to adjudicators, assessment should be based primarily on ability of the presenter to clearly explain how his/her venture will be viable in the marketplace.</p>   |
|   | <p>The scoring by adjudicators may be organized as follows:</p> <ul style="list-style-type: none"> <li>• believes that the venture should not advance as presented, and will not invest (score range 4, 5, or 6 points out of 10)</li> <li>• think its an interesting idea that has potential, but needs further changes / improvements in more than one critical area, and will not invest (score range 6, 7 or 8 points out of 10), or</li> <li>• believes strongly in the venture potential, and is willing to invest (score range 8, 9 or 10 points out of 10).</li> </ul>   |
|   | <p>The submission of the written venture marketing plan and the presentation of the venture idea require the inclusion of a sample advertisement. The same advertisement may be used for both purposes.</p>  |
|   | <p>Inquiry and analysis should include:</p> <ul style="list-style-type: none"> <li>• <i>Make Comparisons</i> — How does my venture do a better job than the competition in satisfying consumer demand and being more viable?</li> <li>• <i>Identify Cause and Consequence</i> — What is the most compelling / important information that I need to communicate in order to convince an audience of the potential of this venture?</li> <li>• <i>Consider Perspective</i> — How will a potential investor view this opportunity? What will they see as strengths? As weaknesses?</li> <li>• <i>Make Value Judgements</i> — Is this a viable venture?</li> </ul> |
|   | <h3>Enduring Understanding</h3> <p>By the completion of this section students should understand that effectively communicating ideas is critical in business.</p> <h3>Sample performance indicator(s)</h3> <ul style="list-style-type: none"> <li>• Examine a venture opportunity. Decide if you would you be prepared to invest \$1 million dollars in this proposal. Explain your decision.</li> </ul>   |

## Unit Three – Creating a Venture

### Suggestions for Teaching and Assessment

#### *Activate*

- Examine several company publications, such as marketing literature, investor information and annual reports. What do the authors of these reports do to help promote a positive feeling about the company's performance and value in the marketplace? What ideas can you use from this analysis to help you with your venture marketing plan?

#### *Connect*

- Review the various ways in which product / services in your industry are advertised. What are the most effective advertisements in terms of reaching potential customers and/or promoting sales?
- Based on your findings in the previous activity, decide what would be the two most effective advertising media that you could use to promote your product / service. Create a sample advertisement using each medium.

#### *Consolidate*

- What are the weaknesses associated with your venture proposal? What can you do — or have you done — to minimize these risks?
- Of all of the strengths associated with your venture opportunity, what are the top three? Explain.

### Notes

**Suggested Time:** 7 hours

#### **Authorized Resources**

*Creating Businesses: Guiding You Towards Entrepreneurial Success*  
(Y-Enterprise Centre)

#### **Appendix D**

The guidelines for written and oral presentations may be adapted from the Dragons' Den to meet the needs of delineation 7.3.

#### **Appendix E**



# Unit Four: Social Entrepreneurship

## Unit Overview

Unit Four introduces the students to the concept of social entrepreneurship. They will recognize that the processes and skills required to create a business venture can be applied to address a social issue. Students will look at their own communities and the wider global context to identify individuals and groups that are engaged in social entrepreneurship. Students will be able to explain the importance of attaining social objectives. They will identify a social issue that is of interest and concern to them and research, create and present an entrepreneurial solution to address the issue.

## Unit Outcomes

SCO 8.0: The student will be expected to demonstrate an understanding of social entrepreneurship

- 8.1 recognize social issues
- 8.2 explain the significance of social objectives
- 8.3 use entrepreneurial principles to provide a systemic and sustainable solution to achieve a social objective

## Unit Four – Social Entrepreneurship

| Curriculum Outcome   | Elaboration   |
|--|---|
| <b>SCO 8.0 - The student will be expected to demonstrate an understanding of social entrepreneurship</b>   | <p>This course concludes with a consideration of how entrepreneurial principles can be used to help address social issues. For the purposes of this course, social issues refer to problems that affect individuals or groups of people. (Note that social issues are distinct from economic issues, but may be related. For example, high crime rates are frequently associated with high unemployment rates.) Some examples of social issues include: access to clean drinking water, ageism, bullying, body image, capital punishment, civil rights, crime, disability rights, discrimination, environmental degradation, health care, poverty, privacy, racism, school drop-out rates, violence, and war.</p>   |
| <p>► <b>8.1 recognize social issues</b></p> <p>► <b>8.2 explain the significance of social objectives</b></p> <p>8.3 use entrepreneurial principles to provide a systemic and sustainable solution to achieve a social objective</p> | <p>Social objectives refer to activities that target the reduction or elimination of a social issue. (Note that this is not the same as corporate social responsibility.) A social entrepreneur recognizes a social issue and uses entrepreneurial principles to organize, create and manage a venture to help improve or eliminate the problem. While people typically measure business performance in terms of profit and return on investment, social entrepreneurs focus on furthering social objectives.</p>   |
|  | <p>It will be useful for students to spend some time reflecting on issues that are of interest and concern to them. Students should be given the opportunity to examine a smaller number of issues in some depth, as opposed to covering a wide range of issues superficially. In particular, students should try to identify and understand the causes and consequences of a specific issue. This understanding will be useful as students work to develop potential solutions to address social issues in delineation 8.3.</p> <p>Before moving on to delineation 8.3 it is recommended that students look at the various organizations that work to achieve social objectives, such as the reduction of poverty or increased access to education or health care.</p> <p>Inquiry and analysis should include:</p> <ul style="list-style-type: none"> <li>• <i>Use Information</i> — What current social issues affect our community, province, country, and planet? What are examples of organizations and projects that have social objectives? What are examples of businesses acting in a socially responsible manner?</li> <li>• <i>Identify Cause and Consequence</i> — What happens when people don't behave ethically? What should be the consequence of inaction or unethical behaviour on the part of a business?</li> <li>• <i>Consider Perspective</i> — How might a social issue be viewed differently depending on a person's age, sex, ethnicity, employment status, political views or religious views?</li> <li>• <i>Make Value Judgements</i> — In what ways do businesses affect the local community? What are the strengths and weaknesses of this influence?</li> </ul> <p><b>Enduring Understanding</b></p> <p>By the completion of this section students should understand that social problems can be solved.</p> <p><b>Sample performance indicator(s)</b></p> <ul style="list-style-type: none"> <li>• Identify the three most significant social issues that need to be addressed in order to improve the lives of citizens (i) in your area / province, and (ii) globally. Explain.</li> </ul> |

## Unit Four – Social Entrepreneurship

### Suggestions for Teaching and Assessment

#### Activate

- What social issues impact you as a citizen, or your community?
- Why might people living in other places in the world face different issues than you face in your community?

#### Connect

- What are some of the challenges that are faced by teens living in other locations around the world? What seems to be the cause of these problems? How might they be solved?

| Location |    | Issue | Cause(s) | Possible Solution(s) |
|----------|----|-------|----------|----------------------|
| Local    | 1. |       |          |                      |
|          | 2. |       |          |                      |
|          | 3. |       |          |                      |
| National | 1. |       |          |                      |
|          | 2. |       |          |                      |
|          | 3. |       |          |                      |
| Global   | 1. |       |          |                      |
|          | 2. |       |          |                      |
|          | 3. |       |          |                      |

- Working with a partner, visit the web site of an organization that is working to solve or improve a social issue. Present your findings to the rest of the class. Summarize the work of the organization in terms of its goals, actions / strategies, successes, and possible challenges.  
*(Note: this activity can be modified to include the work of individuals such as Mother Teresa, Bill Gates, Terry Fox, Wilfred Grenfell, Bob Geldof, Bono, Paul Martin, Jimmy Carter, etc.)*

#### Consolidate

- Create a print, radio, or television advertisement that is targeted to teenagers which explains the benefits of supporting organizations that work to achieve social objectives.

### Notes

**Suggested Time:** 4 hours

#### Authorized Resources

*The World of Business*

- pp. 75-105

#### Suggested Reading

- *Creating a World Without Poverty - Social Business and the Future of Capitalism* by Muhammad Yunus

## Unit Four – Social Entrepreneurship

| Curriculum Outcome  | Elaboration  |
|---|--|
| <b>SCO 8.0 - The student will be expected to demonstrate an understanding of social entrepreneurship</b>  | <p>Extending from the previous delineation, students are now asked to apply their learning in relation to entrepreneurial thinking to help achieve a social objective.</p>   |
| 8.1 recognize social issues<br><br>8.2 explain the significance of social objectives<br><br><b>► 8.3 <i>use entrepreneurial principles to provide a systemic and sustainable solution to achieve a social objective</i></b> | <p>It is important for students to realize that they have enormous potential to help deal with and solve social issues. By applying the skills they have developed in this course — identifying needs and using creative and critical thinking to satisfy those needs — students can deepen their understanding of how entrepreneurial thinking can be of great value in other contexts.</p> <p>Extending from their work in 8.1 and 8.2, students should work to develop a sustainable solution to a specific social issue. Issues can be local or global. Students should create a brief report that outlines:</p> <ol style="list-style-type: none"> <li>1. the issue,</li> <li>2. the causes and consequences,</li> <li>3. a suggested plan to resolve the problem.</li> </ol> <p>It is recommended that students work individually or in small groups. Reports can be presented using a variety of formats (e.g., a mini-documentary.)</p>  |
|   | <p>Although not required, if circumstances allow, it may be desirable for the class to carry out one or more of the plans. A variety of organizations would be eager to assist students and teachers in this regard. Such cooperation may result in the creation of lasting and mutually beneficial partnerships.</p> <p>As a final note, discuss with students the value of the corporate social entrepreneur (CSE). A CSE is defined as "...an employee of the firm who operates in a socially entrepreneurial manner; identifying opportunities for and/ or championing socially responsible activity; in addition to helping the firm achieve its business targets."</p> <p>Inquiry and analysis should include:</p> <ul style="list-style-type: none"> <li>• <i>Use Information</i> — What does it mean to say that a solution is systemic and sustainable?</li> <li>• <i>Identify Cause and Consequence</i> — What role can entrepreneurship play in improving the quality of life of other people and places?</li> <li>• <i>Consider Perspective</i> — What resources do others have / need to deal with their social issues?</li> <li>• <i>Determine Significance</i> — What social objectives should we as a group, school or community focus on? What are the benefits of social entrepreneurship in attempting to improve the lives of others?</li> <li>• <i>Make Value Judgements</i> — How should we decide who needs our help?</li> </ul> <p><b>Enduring Understanding</b></p> <p>By the completion of this section students should understand that social problems can be solved through entrepreneurship.</p> <p><b>Sample performance indicator(s)</b></p> <ul style="list-style-type: none"> <li>• Create a concept map or flow chart which explains the significance of social entrepreneurship.</li> </ul> |

## Unit Four – Social Entrepreneurship

### Suggestions for Teaching and Assessment

#### *Activate*

- Revisit the challenges faced by teens living in other locations around the world which you identified in the previous section. Rank order these in terms of significance. Something is said to be significant based on the following criteria:
  - ✓ scope (the number of people affected)
  - ✓ magnitude (the depth or seriousness of the consequences)
  - ✓ duration (length of time involved)

#### *Connect*

- Contact a service organization such as the Chamber of Commerce, Rotary Club, Kinsmen or Lions Club in your community. Invite them to visit your class and discuss a social issue which this organization has addressed and explain what was done to solve the issue.
- Visit the web site of organizations which partner with students, schools, and communities, to use entrepreneurship as a vehicle for social change. Identify how they are using entrepreneurship to achieve their social objective.
  - ✓ Free The Children
  - ✓ Oxfam
  - ✓ World Vision
  - ✓ Unicef
  - ✓ Ducks Unlimited
  - ✓ Habitat for Humanity

#### *Consolidate*

- Write a reflective journal entry using one of the following stems:
  - ✓ *Give a person a fish and feed them for the day; teach a person to fish and feed them for a lifetime*
  - ✓ *Think globally and act locally*
  - ✓ *Be the change you wish to see in the world.*

### Notes

**Suggested Time:** 6 hours

#### **Authorized Resources**

*The World of Business*

- pp. 106-109



# Appendices

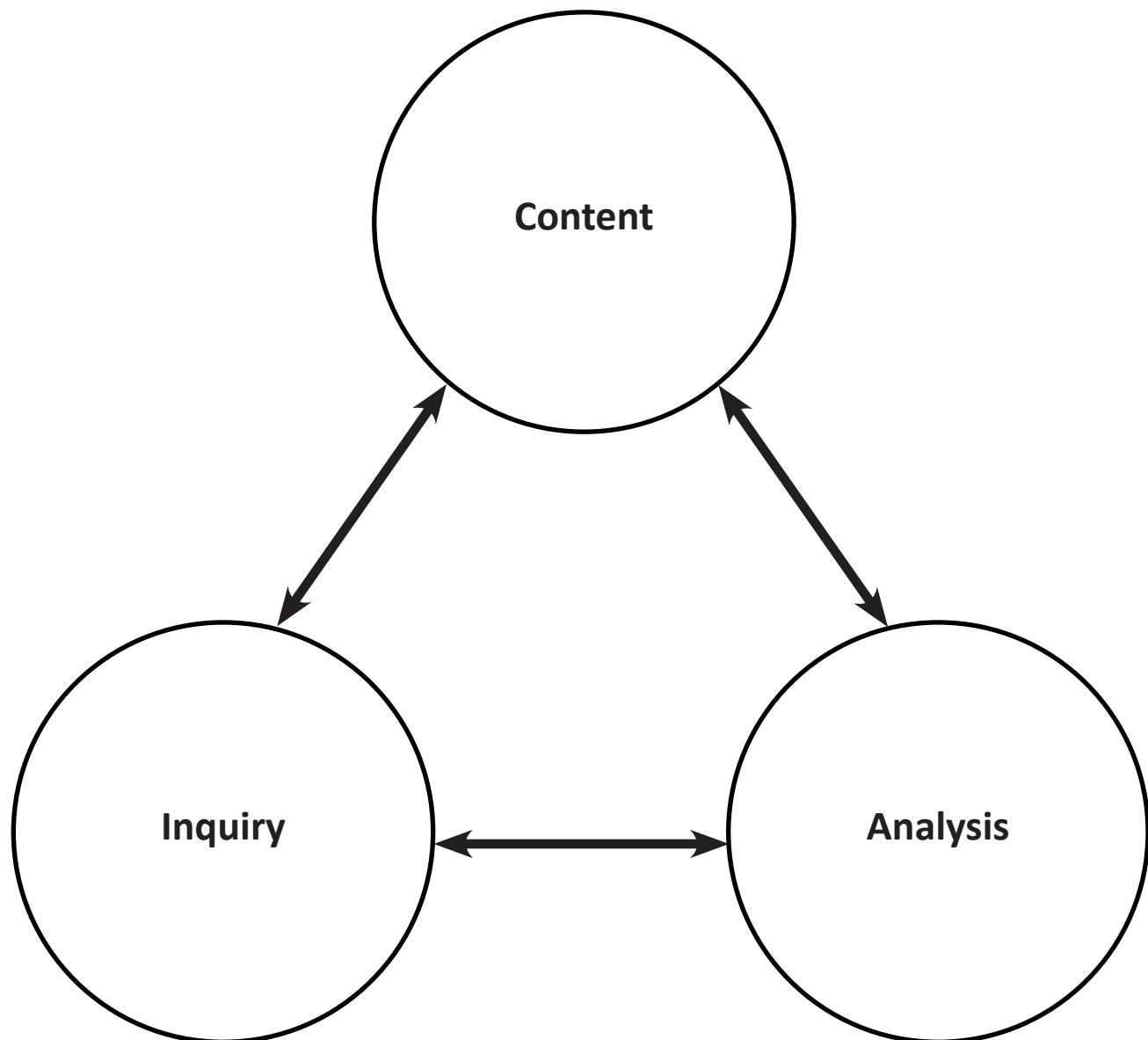


## Appendix A: Inquiry and Analysis Used in Social Studies

### Introduction

Students' depth of learning is enhanced when they think critically. Through the use of inquiry and analysis, students are explicitly taught, then expected to, make plausible inferences, develop interpretations, and make reasoned decisions based on evidence.

The diagram presented below is intended to illustrate the application of inquiry and analysis to content - tasks that foster critical thinking.



## Inquiry

### ***Strand 1: Ask questions for various purposes***

Inquiry begins with meaningful questions that connect to the world around us. Powerful\* questions framed by teachers in earlier grades, then modelled by students as they become critical thinkers, lead to an inquiry-based classroom.

| <b>Ask questions for various purposes</b> |  |
|---|--|
| <b>3</b>                                  | Generate and ask more complex versions of 5W questions to gain information, verify understanding and explore alternatives from community, and school sources.  |
| <b>6</b>                                  | Formulate and revise questions to gather various kinds of information and respectfully challenge ideas, including development of main questions and a few sub-questions to guide basic primary and secondary research.   |
| <b>9</b>                                  | Formulate effective questions to gather needed information and respectfully challenge ideas, including development and reformulation of questions and sub-questions to guide various stages of any formal research and as follow-up questions in oral debate and discussion.   |
| <b>12</b>                                 | Formulate empathic, insightful, and effective questions offered from different perspectives (e.g., various individuals, groups or points of view) to gather information, challenge ideas and probe underlying assumptions and beliefs, including development and reformulation of questions and sub-questions to guide various stages of any formal research and as follow-up questions in oral debate and discussion. |

\*Criteria for powerful questions

- give you lots of information
- are specific to the person or situation
- are open-ended—can't be answered by yes or no
- may be unexpected
- are usually not easy to answer

This list of criteria was generated by a multi-aged class of K-3 students at Charles Dickens Annex in Vancouver, British Columbia. (From Critical Challenges for Primary Students. The Critical Thinking Consortium, 1999.)

### ***Strand 2: Locate and select appropriate sources***

In a classroom where critical inquiry is important, students will use specific criteria to judge and select valuable and appropriate sources of information to use in their research tasks.

| <b>Locate and select appropriate sources</b> |   |
|--|---|
| <b>3</b>                                     | Choose from simple sets of relevant options the most useful visual, textual or human source of information to answer various questions (e.g., depending on the question, particular sources may be more relevant than others).  |
| <b>6</b>                                     | Use very simple onsite and online search strategies on easily accessible topics to locate and reference using a simple citation several sources of information; and choose the more relevant, helpful and dependable sources.   |
| <b>9</b>                                     | Use various textual and reference aids, including appropriate digital technologies, to efficiently locate and properly reference a variety of primary and secondary sources; and assess their strengths and weaknesses in light of relevance, utility, reliability and credibility.   |
| <b>12</b>                                    | Use sophisticated, discipline-specific textual and reference aids, including appropriate digital technologies, communication tools and networks to efficiently locate, screen and properly reference a variety of non-conventional/ non-obvious primary and secondary sources; and assess their strengths and weaknesses in light of relevance. |

### ***Strand 3: Access ideas from oral, written, visual and statistical sources***

Once students have located appropriate sources, they must learn to extract relevant information from the source. At the primary level, students will identify obvious details, then at later grades move on to determining main ideas and drawing inferences, using their understanding of language and text forms to draw out and construct meaning.

| <b>Access ideas from oral, written, visual, and statistical sources</b> |  |
|---|--|
| <b>3</b>  | Use very simple visual and print reading strategies and an understanding of very simple text features to identify a number of obvious and less obvious details in simple visual, oral and written sources.   |
| <b>6</b>  | Use simple visual and print reading strategies and simple textual aids to locate main ideas and various supporting details, and identify obvious conclusions in a range of basic sources, including graphic representations, digital and print reference texts and oral reports.   |
| <b>9</b>  | Apply a comprehensive range of visual and print reading strategies and understanding of various text structures to locate main ideas and appropriate supporting details and identify less obvious conclusions in a wide range of oral, written, visual and statistical sources.  |
| <b>12</b>   | Working with challenging discipline-specific sources, apply a comprehensive range of strategies and understanding of diverse text and digital structures to locate main and subsidiary ideas and appropriate supporting details, identify supporting and contradictory arguments and evidence, and recognize subtle conclusions. |

### ***Strand 4: Uncover and interpret the ideas of others***

Students are now ready to do the work of the social scientist rather than learn about events or places. This entails examining evidence, determining its significance and implications, and then offering plausible interpretations of the evidence.

| <b>Uncover and interpret the ideas of others</b> |   |
|--|---|
| <b>3</b>   | Restate a few pieces of information or offer one or more simple interpretations based on direct clues gathered from a range of familiar print, visual and oral sources.   |
| <b>6</b>   | Concisely paraphrase a body of information, offer interpretations, and identify simple comparative, causal and chronological relationships from material found in basic oral, print and visual sources.   |
| <b>9</b>   | Concisely and effectively paraphrase a body of information, judge the significance or importance of various details or events decipher basic communicative techniques used in various genre to construct thoughtful and detailed interpretations of the message, perspective and bias represented in the material, and explain in detail comparative, causal (both interactive and associative) and chronological relationships.  |
| <b>12</b>  | Use varied interpretative tools to work with advanced discipline-specific primary and secondary materials to construct probing, detailed, and well-supported interpretations and explanations that go beyond the obvious conclusions, are corroborated with evidence within and beyond the materials, and are sensitive to the historical, political and geographical contexts and to the influence of the medium on the message. |

### ***Strand 5: Assess options and formulate reasoned opinions***

Tasks that encourage students to explore and assess various options and then reach their own conclusions or develop their own informed opinions are more likely to deepen understanding and increase student engagement. Students create new knowledge by combining prior knowledge with current learning.

| <b>Assess options and formulate reasoned opinions</b> |   |
|---|---|
| <b>3</b>  | Identify two or more possible options when presented with a basic issue or decision opportunity, identify the merits of each option in light of provided criteria and choose a best option, offering plausible reasons for the choice.  |
| <b>6</b>  | When considering an issue or decision opportunity with multiple feasible options, explore in an open-minded way possible options and supporting reasons, rate the main options in light of agreed upon criteria and choose a best option, supported with several plausible reasons.   |
| <b>9</b>  | When considering a controversial issue with conflicting options, identify and explore possible options from various group's perspectives, assess the accuracy of evidence supporting various reasons, and reach a fair-minded conclusion, supported with several evidence-based arguments and counter arguments.  |
| <b>12</b>   | When considering a controversial issue with conflicting options, identify and explore possible options from various group and/or disciplinary perspectives, assess the relevance, importance and adequacy of support for each argument, and reach a fair-minded, carefully-argued conclusion, supported with multiple evidence-based arguments and counter-arguments, while acknowledging any weaknesses in the position. |

### ***Strand 6: Present ideas to others***

Students must learn to think carefully and critically about how they share their views and beliefs with others. The tasks may be limited in scope and short in duration or may have a much broader purpose and audience. This audience may be a familiar one or may extend to the broader community.

| <b>Present ideas to others</b> |  |
|--------------------------------|--|
| <b>3</b>                       | Use simple preparation and presentation strategies to plan and produce a simple oral, written or graphic presentation on important, interesting or relevant ideas.   |
| <b>6</b>                       | Use a range of preparation strategies and presentation strategies to plan and produce a clear, focused and engaging visual, oral or written presentation.  |
| <b>9</b>                       | Recognize the different conventions and purposes that characterize common communications forms, use a range of preparation strategies and presentations strategies to select and produce a clear, focused and engaging oral, visual or written presentation that meets the intended purpose and is appropriate for the intended audience.  |
| <b>12</b>                      | Consider purpose and audience in choosing the most appropriate communication form and style, competently apply relevant conventions and techniques, use an array of advanced preparation and presentation strategies to select and produce powerfully sustained oral, visual or written presentations that are clear, focused, engaging the intended message and is appropriate and effective for the intended audience. |

***Strand 7: Act cooperatively with others to promote mutual interests***

At the heart of social studies education is the expectation that students' understanding of the world will translate into positive and constructive action. To achieve this end, students must be taught how to engage in positive collective action.

| <b>Act cooperatively with others to promote mutual interests</b> |  |
|--|--|
| <b>3</b>   | Cooperate in small group settings by adopting simple group and personal management strategies  |
| <b>6</b>   | Collaborate in group and team settings by making self-regulated use of a range of group and personal management strategies and basic interactive strategies, and jointly develop simple plans to carrying out assigned tasks.  |
| <b>9</b>   | Collaborate in group and team settings by making self-regulated use of a wide range of collaborative strategies; and assume shared group leadership for multifaceted projects within the school community.   |
| <b>12</b>  | Collaborate in group and team settings within and outside the school community by making self -regulated use of a wide range of collaborative and negotiating strategies; and undertake detailed planning, delegation, implementation and assessment of multifaceted projects. |

## Analysis

### **Form: Use Information**

In social studies, inquiry is based on working with data. Students need to be able to both extract obvious information and to make inferences when working with a variety of sources. At the elementary level students begin to use single and multiple pieces of data not only to answer questions, but also to construct explanations and make reasoned judgments. Students should also learn to assess the quality of data, and to recognize the limits of various sources when answering questions or constructing arguments.

Sources of data may include: informational text, maps, numeric data (charts and graphs), photographs, oral interviews, etc..

*Sample Questions:*

- *Does the information relate to the question I'm trying to answer?*
- *Which of the books is most useful in answering each of the questions?*
- *Is the source reliable?*
- *What was the author's purpose when creating this image?*
- *What does the source not address?*
- *Is there enough relevant information to draw a conclusion?*

### **Form: Make Comparisons**

Investigation within social studies frequently involves making comparisons – enabling the observer to note similarities and differences. Comparisons can be made between different times, different peoples, different places or even different decisions.

Comparisons raise important questions, such as “Why did this happen?” or “Why didn’t x-y-z happen?” In some cases comparisons help observers identify possible patterns or trends, which are essential in making inferences and accurate predictions or generating possible solutions.

*Sample Questions:*

- *In what ways are meals different today than 100 years ago?*
- *How similar are North America and Europe?*
- *How have these cities changed over time? Is there a pattern? What accounts for this?*
- *Why was there little change in X for over 500 years?*

### **Form: Identify Cause & Consequence**

In order to understand an event, idea, issue, place or trend it is necessary to be aware of the forces that contributed to it, as well as its results.

At the elementary level it is sufficient for student to be able to identify obvious causes and consequences. By the intermediate level students should be able to distinguish between *immediate causes* and *underlying factors*, as well as *anticipated consequences* and *unanticipated consequences*, and *short-term consequences* and *long-term consequences*.

*Sample Questions:*

- *What causes led to this event?*
- *What were the consequences of the decision?*
- *Were there unexpected consequences?*
- *How did people deal with the situation?*

### **Form: Consider Perspective**

In order to think deeply about an event, idea, issue, place or trend it is important to suspend personal interpretations and judgements and authentically consider the matter at hand in terms of other view points.

Typically, this is understood to include consideration of stakeholders who have a vested interest in an issue. However, some analysis will require consideration of spatial and/or temporal perspectives. Students need to reflect on *how* others view an event, idea or place, as well as try to understand *why* the person may view the event, idea or place in that way.

*Sample Questions:*

- *Who will be affected by this decision? What are their views? Why does each group view the situation that way?*
- *How might a person living in another country view this problem? Why might they see it that way?*
- *Why did people living at the time period feel that this action was appropriate?*

### **Form: Determine Significance**

When we are determining significance we are essentially asking two questions: “Is this important?” and “Why?”

An event, idea, issue, place or trend is said to be important to the degree it influences the lives of people. The deeper the influence, the more important the event. Thus, when we determine importance we are making a judgment that is relative.

In order to make this type of assessment, students must use appropriate criteria: magnitude, scope and duration. At the elementary level appropriate synonyms should be used for these terms. See sample questions for examples.

*Sample Questions:*

- *Is this important? Why? To whom?*
- *How serious are the influences? (magnitude)*
- *How many people are influenced? (scope)*
- *How lasting are the influences? (duration)*
- *Which resource is most important to the citizens of our province? Explain.*
- *Was the exploration of North America by Europeans significant? Why?*

### **Form: Make Value Judgements**

Sometimes inquiries in social studies raise questions related to ideas of morality or community standards. This requires that students wrestle with the ethical and moral dilemmas associated with a particular events, ideas, issues, or trends.

While not all inquiries involve moral or ethical issues, it is important to raise – where appropriate – questions that ask students to consider what values might or should be considered in relation to the inquiry. It is this type of analysis that reaches to the heart of social studies.

*Sample Questions:*

- *Is this the right thing to do?*
- *Who should take responsibility for the consequences of the action?*
- *Was this a good law?*
- *Is this the most effective use of the resource?*
- *Is everyone being treated fairly?*



## Appendix B: Entrepreneurship Portfolio (EP)

### Introduction

Student learning in the area of business studies is significantly enhanced when students engage with recent and current economic events as well as reflect on their learning and experiences. Therefore, it is recommended that throughout the course students maintain a portfolio comprised of two sections. In Part I students collect and analyse news stories related to the outcome(s) they are studying or in relation to the overall theme of the course as a whole. In Part II students reflect on learning through the collection and presentation of journal entries and other learning tasks they have been completed.

Students should be introduced to the requirements for the EP early in September.

### Part I - Business in the News

The intent of the section Business in the News is for students to become more aware of current issues with respect to entrepreneurship, and to acquire additional knowledge as they investigate each curriculum outcomes.

It is recommended that students collect and analyse 10 news stories during the course of the year. Students should submit their portfolio at regular intervals (e.g., at the end of each outcomes or every 3-4 weeks) for review and scoring.

Articles should be recent, within the last two years. Additionally, teachers may wish to provide students with specific articles to include in the portfolio.

### Part II - Learning Experiences

This section of the EP should reflect a collection of experiences and activities that the students have engaged with throughout the year. This is an opportunity for the teacher to customize and collect pieces of student's work as it reflects their particular class' interests, abilities and experiences. Pieces that may be submitted in this section can range from, but not be limited to, specific journal entries, responses to case studies, classroom activities, specific performance indicator activities, responses to field trips and or guest speakers.

See Appendix F for more information on the effective use of journals as learning tools.

## **Business in the News: Possible Topics**

The topics listed below are related to the curriculum outcomes. Teachers are encouraged to add to this list.

- the role technology has played in the evolution of a company or product
- the connection between supply, demand and price of a product or service
- changes or challenges facing a sector of the economy
- innovation that resulted from meeting consumer demand (may include trend/fad)
- the challenges, risks and strategies used by a new local business
- the challenges, risks and strategies used by a long established business
- unethical behavior of a business
- a business demonstrating social responsibility
- a successful entrepreneur.

## **Business in the News: Format**

The articles in the portfolio should include the following:

1. A copy of the article
2. Source and the date of publication
3. Analysis (generic questions used for analysis are provided at the end of this appendix)

The EP should be submitted as a binder, scrapbook, blog or other suitable medium, and include a table of contents.

The following graphic organizers are provided to help guide the student inquiry. Students should use the organizer that is most suited to the theme of the article.

## **Business in the News: *Using Information***

Title/Headline:

Source:

Date:

This article is about ...

The main point of the article is ...

The article connects to another item in the news or topic we have discussed in the course ...

After reading the article, I thought about ...

1.

2.

3.

## **Business in the News: *Cause and Consequence***

Title/Headline:

Source:

Date:

This article is about....

What caused the events, situation or outcome in this article.....

Does this situation create opportunity? Explain.

## **Business in the News: *Making Comparisons***

Title/Headline:

Source:

Date:

This article is about....

Compare this business, entrepreneur or situation with another you are familiar with.

How are they the same?

How are they different?

What lessons can be learned?

Does this situation create opportunity? Explain.

## **Business in the News: *Consider Perspective***

Title/Headline:

Source:

Date:

This article is about....

What challenges were involved in growing the business.

What advice would you give this entrepreneur or business?

## **Business in the News Portfolio: *Determine Significance***

Title/Headline:

Source:

Date:

This article is about....

What impact is this person, business, decision or situation having on the greater community?

Why is this important?

## **Business in the News: *Make a Judgement***

Title/Headline:

Source:

Date:

This article is about....

What values are influencing this situation?

What can be learned from this situation?

## Appendix C: New Venture Ideas

This project is designed to help students achieve SCO 5.0, primarily delineations 5.1 and 5.3.

### Summary

Identify and briefly describe three new business opportunities. In your description be sure to explain:

- *how the opportunity is unique* and
- *why is it likely to be successful*.

Note that each business opportunity should be based on a different industry, economic sector, or business type (i.e., it is not appropriate to focus on only area, such as automobiles).

Your project should be organized according to the follow outline and contain the following elements:

- 1. Cover Page**
- 2. Personal Profile** - a profile that explains who you are and describes your abilities and interests in relation to the theme of entrepreneurship; *suggested length: 125-150 words*
- 3. Venture Opportunities:** - identify three potential business opportunities (each for a different industry); *suggested length: 300-400 words*
  - **Opportunity #1**
    - ✓ *What is the need/opportunity?* (25-50 words)
    - ✓ *What is the idea? How will it work?* (50-75 words)
    - ✓ *How did you come up with this idea?* (25-50 words)
  - **Opportunity #2**
    - ✓ *What is the need/opportunity?* (25-50 words)
    - ✓ *What is the idea? How will it work?* (50-75 words)
    - ✓ *How did you come up with this idea?* (25-50 words)
  - **Opportunity #3**
    - ✓ *What is the need/opportunity?* (25-50 words)
    - ✓ *What is the idea? How will it work?* (50-75 words)
    - ✓ *How did you come up with this idea?* (25-50 words)
- 4. Preferred Venture:** identify the idea that you judge to have the best potential for success (i.e., being profitable) and explain why; *suggested length: 50--75 words*
- 5. Summary:** explain how you can use your abilities and interests to help make this business successful; *suggested length: 50-75 words*

**Format:** use single spacing, 12 point font, 1" margins, stapled top left corner



## Appendix D: The Dragons' Den

### Introduction

This project is designed to help students achieve SCO 5.0, delineations 5.3 and 5.4.

It is expected that students will have already completed Project #1 (see Appendix C, page 103) or equivalent. Project #1 serves to orient students to the process used in the Dragons' Den and later for the development of a marketing plan, thus providing students some prior knowledge with the entrepreneurial process.

While this activity is considered a requirement, teachers may adapt / modify this project to meet the needs of students.

The Dragons' Den experience is intended to have students engage in the most important aspects of the entrepreneurial process. Specifically this involves identifying a need in the marketplace and crafting a viable product or service to meet that need.

As students work through the process outlined in this appendix they will develop some proficiency with the process they will use in completing a marketing plan in unit three.

*Note: This project may easily take on "a life of its own". Teachers are advised to modify the suggested time allocations as necessary. However, this experience is intended to be introductory, preparing students for the writing of a marketing plan in unit three. Therefore, expectations in relation to student performance should be tempered to ensure that the task does not become onerous ... allowing each group of students to have a positive experience and enjoy success.*

## The Dragons' Den

### ***The Task***

Working in groups of three, identify an idea for a new project or service that could serve as the basis for a new business venture. You do not need to create a new invention, but your business idea should not be a mere replication of an existing product or service. Your idea should possess some element of novelty and uniqueness. The business concept must be aimed at establishing a stable, profitable business or one with strong growth potential.

### ***Step #1 - The Idea***

*Suggested Time: 1 to 2 hours class time*

Your group will need to identify and briefly describe a viable venture opportunity. To help with this task it is suggested that you share as a group some of the business opportunities that you have considered so far in this course. At this point, obviously, you will not have thought through all of the details associated with these venture opportunities. Don't worry. As you proceed through the remainder of this project you will further develop and refine your idea. (In fact, your idea may change significantly by the time you finish the next stage.)

It will be important that as a group you have reached a consensus in terms of the venture you will pursue. The following criteria should be used in your deliberations:

- product or service meets a need;
- product or service is different from the competition, offering "value added" to the customer; and
- the business is viable (e.g., it is not based on yet-to-be-invented technologies, etc.)

Your group is required to make a written submission that summarizes your ideas. Be sure to address such basic questions as:

- What is the product or service?
- What need does it fill in the marketplace?
- Who is your target market?
- How does your product or service compare to the competition?
- How will you market your product or service?

Before proceeding with the remaining steps, your venture idea will need to be approved by your teachers.

*Suggested length: 75-100 words*

## **Step #2 - Market Research**

*Suggested Time: 2 to 4 hours class time*

This is, perhaps, the most important part of the Dragons' Den experience.

You are now required to share your idea with three potential customers *and* one businessperson, asking for their feedback. You will use this information to improve the likelihood of being successful if you were to launch your idea as an actual business.

When conducting your interviews ask specific questions and follow-up questions to elicit more detail. Do not use a questionnaire for this task. The qualitative data provided by the interviews will be much more useful than the quantitative data provided through a questionnaire.

During the consumer interviews you should present your original business idea (as described in your written proposal) to the interviewee and solicit feedback, both positive and negative. Questions should focus on the following areas:

- How do you satisfy your needs now? (E.g., How often do you purchase \_\_\_\_\_? What product/service do you currently use? What purchase criteria do you use? How much do you spend on \_\_\_\_\_? How satisfied are you with your current purchases? Etc.)
- Does my business idea appeal to you? Do you see it as "valued added"? Would you be prepared to buy it? How much would you pay?
- What changes could be made to my idea to enhance its value?
- How strong is their interest in this product/service?

The interview with the businessperson should focus less on the product/service itself (don't ask them the same questions as the consumers) and more on the broader issues that you will face as an entrepreneur. For example:

- What are some of the challenges that you think we might face if we pursue a business like this?
- What advice can you offer in addressing these challenges?
- What should I pay attention to in order to increase our overall chances of being successful?

The feedback obtained from the first round of interviews should serve as the basis for preparing a revised version of the business description. You may find that your idea will change dramatically ... or very little. Either way, be sure to listen carefully to what your interviewees are saying. Also, be mindful that not all feedback should be followed; trust your intuition and knowledge of the product/service to determine what advice is most helpful.

The revised description should now be subjected to *another round of interviews* (three consumers and one businessperson). Do not interview the same people in the second round as you did in the first round. Again, use feedback obtained from the second round of interviews as the basis for further refining your idea.

**Note For Teachers:** Assuming that each group distributes their tasks evenly, in a group of three, each group member will interview one potential consumer during each round.

Students may find it more difficult to interview a businessperson. Therefore, it is recommended that teachers help facilitate this part of the process by arranging for businesspeople from the community to visit the school and meet with individual groups.

### **Step #3 - The Proposal**

*Suggested Time: 2 to 4 hours class time*

The final report should include a title page, table of contents and at least one appendix which lists and describes each interviewee. Do not include their names (they should remain anonymous in your report) but do discuss the capacity in which you interviewed them (e.g. potential customer or business expert) and why they were a good candidate for your research.

The body of the report should consist of five major sections. Use descriptive headings to help organize the report.

1. The first section should briefly describe the original business idea and target market you submitted in the original proposal (Step #1).

*Suggested length: 100 words*

2. The second section will:

- a) summarize the results of the first round of interviews,
- b) evaluate these results, and
- c) indicate what revisions you've decided to make to the product/service, and why.\*

*Suggested length: 100-125 words*

3. The third section will:

- a) summarize the results of the second round of interviews,
- b) evaluate the feedback, and
- c) indicate what revisions you've decided to make to the product/service, and why.\*

*Suggested length: 100-125 words*

4. The fourth section should deal with the implications of your findings. Describe how you would implement this business and address the four Ps: product, price, promotion, and place (distribution). In other words, this section now becomes your final description of your business idea.

*Suggested length: 400-450 words*

5. The fifth section should provide your estimation of the overall potential of this business to be successful in terms of viability (e.g., being profitable) and market potential (e.g., growth, longevity). Consider question such as: How attractive is this opportunity? How will the business grow (new customers, new products/services, distributors, franchise, company stores, etc.)? Finally, it will be important to note what additional information you would want to collect before proceeding with the venture.

*Suggested length: 100 words*

The report should be typed and double-spaced using the font Times New Roman (12 point), or equivalent. The report should be 800-1000 words.

\* If the target market has changed, this also should be noted.

## **Step #4 - The Presentation**

*Suggested Time: 15 minutes per team class time*

Each team will have 10 minutes to present the project concept, summarize their research, outline the business implementation strategy, and provide their assessment of the overall attractiveness of the opportunity.

This will be followed by a 5 minute question and answer session involving the class “dragons” who will assess the presentations.

In the interest of fairness, team presentations are strictly limited to a maximum of 10 minutes.

Dragons will assess and rank the ventures/presentations in four areas. Sample questions for each area are provided. Presenters should consider and address these types of questions in the presentations.

- Innovation and Market Fit
  - ✓ *To what degree is the product or service different from the competition?*
  - ✓ *Does the product or service offer “value added” to potential customers?*
  - ✓ *How well defined / identified is the target market?*
  - ✓ *Is this realistic?*
- Research and Analysis
  - ✓ *Does the team have a strong understanding of the industry?*
  - ✓ *Did the team ask interviewees the right questions?*
  - ✓ *Did the team interview the right people (i.e., was the interviewee an example of a potential customer)?*
  - ✓ *Did the team make good use of the feedback provided by the interviews to improve their idea?*
- Presentation Effectiveness and Believability
  - ✓ *Was the presentation clear and concise?*
  - ✓ *Did the presenters know their product/service and target market?*
  - ✓ *Was the presentation effective in communicating the most important information to potential investors (i.e., the dragons)?*
  - ✓ *Was the team passionate about their venture and its potential?*
- Willingness to Invest
  - ✓ *To what degree does each dragon believe in the potential success of the venture? (E.g., “It’s a bad idea!” “It’s a good idea, but needs more research and improvement.” “I like it, but won’t invest at this time.” or “I’m in ... this will make money!”) (See the elaboration for delineation 7.3 on page 42 for additional information on adjudication.)*

**Note For Teachers:** The actual arrangement of who will serve as dragons can be varied to best meet the needs of students. In some cases it may be useful to have a small group of students and/or external judges, or the entire class may be involved.

Regardless of the arrangement used, teachers should be sensitive to the anxiety that students will feel when presenting. In this regard, teachers may allow for one team member to be the primary presenter.

Finally, no explicit direction is provided here to students in relation to the nature of the presentation (e.g., use of media, props, attire, etc.). This is intentional, in order to both challenge students and to encourage maximum creativity.

## ***Dragons' Den - Project Guidelines***

- Avoid hypothetical situations and non-existent technology (e.g. a tire that lasts twice as long as any tire currently available). However, new combinations of existing technology may hold considerable potential. Try to work with technology you understand.
- When you describe your idea to your interviewee, try to provide as much concrete detail as possible. If your description is vague your feedback will be vague. The more concrete your description, the more concrete and valuable the feedback they are likely to offer.
- When interviewing businesspeople whenever possible speak to entrepreneurs and managers in the private sector. Do not substitute advice from professionals (e.g. lawyers, accountants, and consultants), business professors, or individuals in government departments and agencies.
- Remember you need to assess the feedback you're receiving. You can't have the perfect product that will please everybody. It's usually a bad idea to incorporate every suggestion.
- Try to achieve depth in your interviews. If you feel the answers you're getting are superficial or simplistic, try to probe further. Why does the person feel the change is needed? How important is it to the person? Would they consider accepting the weakness if other changes were made? Each interview should last 10-20 minutes.

# Appendix E: The Venture Marketing Plan

## Introduction

Planning the marketing of a product or service is essential to the success of a business venture idea. Successful entrepreneurs often organize their ideas, research and strategies in a marketing plan.

The intended audience for this plan would be potential investors and/or business partners. Therefore, the writing should be concise and clear. Graphics and illustrations should be used to communicate important information. Students should adhere to the suggested work count - focusing their writing and avoiding the use of superfluous text.

Note that the marketing plan outlined in this section is tailored to meet the intent of the specific curriculum outcomes of this course. As such it is designed to focus primarily on the *process* of developing a product or service to meet consumer demand. Therefore, some of the sections found in this outline will differ from other marking plan outlines found in other business studies courses.

## Outline

- 1.0      Executive Summary
  - 1.1      Business Description
  - 1.2      The Industry
  - 1.3      Management
- 2.0      Market Description
  - 2.1      Customer Profile
  - 2.2      The Market
  - 2.3      Competition Analysis
- 3.0      Product/Service Development
  - 3.1      Original Idea
  - 3.2      Consumer and Industry Research
  - 3.3      Product/Service Improvement
- 4.0      Product/Service Marketing
  - 4.1      Product
  - 4.2      Pricing
  - 4.3      Distribution
  - 4.4      Promotion
- 5.0      Operations
  - 5.1      Venture Organization
  - 5.2      Break-Even Analysis
  - 5.3      Risks and Assumptions

## Overview

### 1.0 Executive Summary

The intent of this section is to provide an overview of the business opportunity. Typically this will be the last section to be written.

*Suggested length: 50 words per section; 150 words total*

#### 1.1 Business Description

- ✓ *What is the product/service?*
- ✓ *Why will buy it?*
- ✓ *Why will they buy it?*

#### 1.2 The Industry

- ✓ *What is size/value of this industry?*
- ✓ *What trends are affecting this industry?*
- ✓ *Why will your venture be successful?*

#### 1.3 Management

- ✓ *Who are the business owners?*
- ✓ *What expertise to the owners possess that will enable this business to be successful?*

### 2.0 Market Description

This section provides a comprehensive description of the target market. Ultimately it should be used to help demonstrate that the authors of the marketing plan have a deep understanding of their target market. Extensive use of primary and secondary research should be used, such as data from Spastics Canada and trade journals, as well as data collected by the team through the use of questionnaires. Effective use of charts and tables should be used to help summarize essential data. (If students wish to include sample surveys, complete data sets, etc., this should be presented in an appendix.)

*Suggested length: 50-75 words per section; 150-225 words total*

#### 2.1 Customer Profile

- ✓ *Who is the main user?*
- ✓ *What need is being satisfied?*

#### 2.2 The Market

- ✓ *What is the size/value of the market for this type of product/service?*
- ✓ *What are the buying habits of the typical user?*
- ✓ *What trends are affecting this market?*

#### 2.3 Competition Analysis

- ✓ *Who are the current comparators in this market?*
- ✓ *What are the strengths and weaknesses of your most important competitor(s)? \**
- ✓ *What can be learned from this analysis to help increase the potential success of this venture?*

\* In this section it is sufficient for students to complete an analysis of one competitor; only in exceptional circumstances should more than competitor be included. The intent is that students demonstrate that they have completed an in-depth analysis of one business, as opposed to a superficial treatment of several.

**3.0 Product/Service Development**

This section explains how and what the authors of the marketing plan did to improve their original idea and provide for a better market fit. It should reflect the same process used in the Steps #1, 2 and 3 in the Dragon's Den project (see delineations 5.3 and 5.4 as well as Appendix C).

*Suggested length: 75-100 words per section; 225-300 words total*

- 3.1 Original Idea
  - ✓ *What was the original idea?*
- 3.2 Consumer and Industry Research
  - ✓ *What did you learn from interviewing potential customers?*
  - ✓ *What did you learn from interviewing relevant businesspeople?*
- 3.3 Product/Service Improvement
  - ✓ *What improvements did you make to the product/service based on your research?*

**4.0 Product/Service Marketing**

This section provides a detailed description of the venture opportunity.

*Suggested length: 75-100 words per section; 300-400 words total*

- 4.1 Product
  - ✓ *What is the product/service?*
  - ✓ *What are the product/service strengths and/or advantages?*
- 4.2 Pricing
  - ✓ *What does it cost?*
- 4.3 Distribution
  - ✓ *How is the product/service made? By whom?*
  - ✓ *Who is selling the product/service? Why?*
- 4.4 Promotion\*\*
  - ✓ *What is the most effective way to advertise this product/service?*
  - ✓ *What is your advertising plan?*

**5.0 Operations**

This section provides a brief overview of relevant operational considerations.

*Suggested length: 50-75 words per section; 150-225 words total*

- 5.1 Venture Organization
  - ✓ *What form of business organization will be used? Why?*
- 5.2 Break-Even Analysis
  - ✓ *What does it cost to produce the product/service?*
  - ✓ *At what point will the venture be profitable?*
- 5.3 Risks and Assumptions
  - ✓ *What are the potential threats that could reduce the likelihood of this venture being successful?*
  - ✓ *What can be done to minimize these risks?*
  - ✓ *What factors are beyond the owners control that will need to be monitored?*

\*\* A sample advertisement must be included, in the medium that is most appropriate for reaching a maximum number of potential customers.



## Appendix F: Student Response Journals

A personal response journal requires students to record their feelings, responses, and reactions as they read text, encounter new concepts, and learn. This device encourages students to critically analyze and reflect upon what they are learning and how they are learning it. A journal is evidence of “real life” application as a student forms opinions, makes judgments and personal observations, poses questions, makes speculations, and provides evidence of self-awareness. Accordingly, entries in a response journal are primarily at the application and integration thinking levels; moreover, they provide the teacher with a window into student attitudes, values, and perspectives. Students should be reminded that a response journal is not a catalogue of events.

It is useful for the teacher to give students cues (i.e., lead-ins) when the treatment of text (e.g., the student resource, other print material, visual, song, video, and so on), a discussion item, learning activity, or project provides an opportunity for a journal entry. The following chart illustrates that the cue, or lead-in, will depend upon the kind of entry that the learning context provides. If necessary, students may be given the key words to use to start their entries. The following chart provides samples of possible lead-ins, but the list should be expanded as the teacher works with students.

| Student Response Journals |  |  |
|---------------------------|--|--|
| Possible Type of Entry    | Cue  | Sample Key Lead-ins  |
| <b>Speculative</b>        | <ul style="list-style-type: none"> <li>• What might happen because of this?</li> </ul>   | <ul style="list-style-type: none"> <li>• I predict that ...</li> <li>• It is likely that ...</li> <li>• As a result, ...</li> </ul>  |
| <b>Dialectical</b>        | <ul style="list-style-type: none"> <li>• Why is this quotation (event, action) important or interesting?</li> <li>• What is significant about what happened here?</li> </ul> | <ul style="list-style-type: none"> <li>• This is similar to ...</li> <li>• This event is important because it ...</li> <li>• Without this individual, the ...</li> <li>• This was a turning point because it ...</li> <li>• When I read this (heard this), I was reminded of ...</li> <li>• This helps me to understand why ...</li> </ul> |
| <b>Metacognitive</b>      | <ul style="list-style-type: none"> <li>• How did you learn this?</li> <li>• What did you experience as you were learning this?</li> </ul>                                    | <ul style="list-style-type: none"> <li>• I was surprised ...</li> <li>• I don't understand ...</li> <li>• I wonder why ...</li> <li>• I found it funny that ...</li> <li>• I think I got a handle on this because ...</li> <li>• This helps me to understand why ...</li> </ul>  |
| <b>Reflective</b>         | <ul style="list-style-type: none"> <li>• What do you think of this?</li> <li>• What were your feelings when you read (heard, experienced) that ...?</li> </ul>               | <ul style="list-style-type: none"> <li>• I find that ...</li> <li>• I think that ...</li> <li>• I like (don't like) ...</li> <li>• The most confusing part is when ...</li> <li>• My favourite part is ...</li> <li>• I would change ...</li> <li>• I agree that ... because ...</li> </ul>  |

| Suggested Journal Entries Contained in this Curriculum Guide |                                     |  |  |  |  |                                 |                                     |                                    |  |  |  |
|--|-------------------------------------|--|--|--|--|---------------------------------|-------------------------------------|------------------------------------|--|--|--|
| Section  | Page                                | Entry  |  |  |  |                                 |                                     |                                    |  |  |  |
| 1.1  | 47                                  | <ul style="list-style-type: none"> <li>Write a reflective journal entry using one of the following stems:           <ul style="list-style-type: none"> <li>- <i>I didn't realize how important business is in our daily lives ...</i></li> <li>- <i>What I found most interesting in this section was ...</i></li> </ul> </li> </ul>   |  |  |  |                                 |                                     |                                    |  |  |  |
| 2.1  | 53                                  | <ul style="list-style-type: none"> <li>Write a journal entry using one of the prompts provided:           <ul style="list-style-type: none"> <li>✓ <i>If I were to start my own business I would probably organize it as a _____ because ... (Note, feel free to create your journal entry using graphics and images as opposed to text.)</i></li> <li>✓ <i>While I didn't give it much consideration before, I now understand that businesses owners assume a lot of risk. For example, ...</i></li> </ul> </li> </ul>                            |  |  |  |                                 |                                     |                                    |  |  |  |
| 7.1  | 73                                  | <ul style="list-style-type: none"> <li>Create a business journal to help you develop your venture opportunity. To begin, take 30-60 minutes and answer the following question:</li> </ul> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td align="center" colspan="3"><b>“(insert name of product or service)”</b></td></tr> <tr> <th>What I know about this area ...</th><th>Questions that I need to answer ...</th><th>People or places that can help ...</th></tr> <tr> <td> </td><td> </td><td> </td></tr> </table> | <b>“(insert name of product or service)”</b> |  |  | What I know about this area ... | Questions that I need to answer ... | People or places that can help ... |  |  |  |
| <b>“(insert name of product or service)”</b>                 |                                     |  |  |  |  |                                 |                                     |                                    |  |  |  |
| What I know about this area ...                              | Questions that I need to answer ... | People or places that can help ...   |  |  |  |                                 |                                     |                                    |  |  |  |
|  |                                     |  |  |  |  |                                 |                                     |                                    |  |  |  |
| 8.3  | 82                                  | <ul style="list-style-type: none"> <li>Write a reflective journal entry using one of the following stems:           <ul style="list-style-type: none"> <li>✓ <i>Give a person a fish and feed them for the day; teach a person to fish and feed them for a lifetime</i></li> <li>✓ <i>Think globally and act locally</i></li> <li>✓ <i>Be the change you wish to see in the world.</i></li> </ul> </li> </ul>  |  |  |  |                                 |                                     |                                    |  |  |  |

**Note:** Many of sample suggestions for teaching and assessment found in this guide may be adapted to serve as journal activities.

## Appendix G: Rubrics for Learning and Assessment

Using an assessment rubric (often called the scoring rubric) is one of the more common approaches to alternative assessment. A rubric is a matrix that has a number of traits to indicate student achievement. Each trait is defined and, in some instances, accompanied by student work samples (i.e., exemplars) to illustrate the achievement level. Finally, levels with numerical values or descriptive labels are assigned to each trait to indicate levels of achievement.

To build a rubric requires a framework to relate levels of achievement to criteria for achievement for the traits the teacher deems important. Levels of achievement may be graduated at four or five levels; the criteria for achievement may be expressed in terms of quality, quantity, or frequency. The following chart illustrates the relationship among criteria and levels of achievement. It should be noted that for a given trait, the same criteria should be used across the levels of achievement. It is unacceptable to switch from quality to quantity for the same trait. As well, parallel structures should be used across the levels for a given trait so that the gradation in the level of achievement is easily discernible.

| Criteria         | Levels of Achievement                      |                             |                                       |            |                                     |
|------------------|--|-----------------------------|---------------------------------------|------------|-------------------------------------|
|                  | 1  | 2                           | 3                                     | 4          | 5                                   |
| <b>Quality</b>   | very limited /<br>very poor /<br>very weak | limited /<br>poor /<br>weak | adequate /<br>average /<br>pedestrian | strong     | outstanding/<br>excellent /<br>rich |
| <b>Quantity</b>  | a few                                      | some                        | most                                  | almost all | all                                 |
| <b>Frequency</b> | rarely                                     | sometimes                   | usually                               | often      | always                              |

The five-trait rubric on the following page illustrates the structure described above. In this example, five levels are used, with quality as the criterion. The rubric, as written, is an instrument the teacher may use to assess a student's participation in a co-operative learning group, but it may be re-written in student language for use as a self-assessment tool. Where appropriate, selected "Suggestions for Learning and Assessment" indicate that the following rubric may be used.

Holistic scoring rubrics may be used to assess student achievement in writing, reading/viewing, listening, and speaking. These instruments are critical to assessing these competencies in the content areas such as social studies.

| <b>1. Holistic Writing Rubric</b> |   |
|-----------------------------------|---|
| <b>Proficiency Level</b>          | <b>Traits</b>   |
| 5<br>Outstanding                  | <ul style="list-style-type: none"> <li>• Outstanding content that is clear and strongly focused</li> <li>• Compelling and seamless organization</li> <li>• Easy flow and rhythm with complex and varied sentence construction</li> <li>• Expressive, sincere, engaging voice that always brings the subject to life</li> <li>• Consistent use of words and expressions that are powerful, vivid, and precise</li> <li>• Outstanding grasp of standard writing conventions</li> </ul>  |
| 4<br>Strong                       | <ul style="list-style-type: none"> <li>• Strong content that is clear and focused</li> <li>• Purposeful and coherent organization</li> <li>• Consistent flow and rhythm with varied sentence construction</li> <li>• Expressive, sincere, engaging voice that often brings the subject to life</li> <li>• Frequent use of words and expressions that are vivid and precise</li> <li>• Strong grasp of standard writing conventions</li> </ul>   |
| 3<br>Adequate                     | <ul style="list-style-type: none"> <li>• Adequate content that is generally clear and focused</li> <li>• Predictable organization that is generally coherent and purposeful</li> <li>• Some flow, rhythm, and variation in sentence construction—but that tends to be mechanical</li> <li>• Sincere voice that occasionally brings the subject to life</li> <li>• Predominant use of words and expressions that are general and functional</li> <li>• Good grasp of standard writing conventions, with so few errors that they do not affect readability</li> </ul> |
| 2<br>Limited                      | <ul style="list-style-type: none"> <li>• Limited content that is somewhat unclear, but does have a discernible focus</li> <li>• Weak and inconsistent organization</li> <li>• Little flow, rhythm, and variation in sentence construction</li> <li>• Limited ability to use an expressive voice that brings the subject to life</li> <li>• Use of words that are rarely clear and precise with frequent errors</li> <li>• Poor grasp of standard writing conventions beginning to affect readability</li> </ul>   |
| 1<br>Very Limited                 | <ul style="list-style-type: none"> <li>• Very limited content that lacks clarity and focus</li> <li>• Awkward and disjointed organization</li> <li>• Lack of flow and rhythm with awkward, incomplete sentences which make the writing difficult to follow</li> <li>• Lack of an apparent voice to bring the subject to life</li> <li>• Lack of clarity; words and expressions are ineffective</li> <li>• Very limited grasp of standard writing conventions, with errors seriously affecting readability</li> </ul>  |

| <b>2. Holistic Reading/Viewing Rubric</b> |   |
|---|---|
| <b>Proficiency Level</b>                  | <b>Traits</b>   |
| 5<br>Outstanding                          | <ul style="list-style-type: none"> <li>Outstanding ability to understand text critically; comments insightful and always supported from the text</li> <li>Outstanding ability to analyze and evaluate text</li> <li>Outstanding ability to connect personally with and among texts / responses extend on text</li> <li>Outstanding ability to recognize purpose and point of view (e.g., bias, stereotyping, prejudice)</li> <li>Outstanding ability to interpret figurative language (e.g., similes, metaphors, personification)</li> <li>Outstanding ability to identify features of text (e.g., punctuation, capitalization, titles, sub-headings, glossary, index) and types of text (e.g., literary genres)</li> <li>Outstanding ability to read orally (e.g., with phrasing, fluency, and expression)</li> </ul>  |
| 4<br>Strong                               | <ul style="list-style-type: none"> <li>Strong ability to understand text critically; comments often insightful and usually supported from the text</li> <li>Strong ability to analyze and evaluate text</li> <li>Strong ability to connect personally with and among texts / responses extend on text</li> <li>Strong ability to recognize purpose and point of view (e.g., bias, stereotyping, prejudice)</li> <li>Strong ability to interpret figurative language (e.g., similes, metaphors, personification)</li> <li>Strong ability to identify features of text (e.g., punctuation, capitalization, titles, subheadings, glossary, index) and types of text (e.g., literary genres)</li> <li>Strong ability to read orally (e.g., with phrasing, fluency, and expression); miscues do not affect meaning</li> </ul>  |
| 3<br>Adequate                             | <ul style="list-style-type: none"> <li>Good ability to understand text critically; comments predictable and sometimes supported from the text</li> <li>Good ability to analyze and evaluate text</li> <li>Adequate ability to connect personally with and among texts / responses sometimes extend on text</li> <li>Fair ability to recognize purpose and point of view (e.g., bias, stereotyping, prejudice)</li> <li>Adequate ability to interpret figurative language (e.g., similes, metaphors, personification)</li> <li>Good ability to identify features of text (e.g., punctuation, capitalization, titles, subheadings, glossary, index) and types of text (e.g., literary genres)</li> <li>Good ability to read orally (e.g., with phrasing, fluency, and expression); miscues occasionally affect meaning</li> </ul>                                   |
| 2<br>Limited                              | <ul style="list-style-type: none"> <li>Insufficient ability to understand text critically; comments rarely supported from the text</li> <li>Limited ability to analyze and evaluate text</li> <li>Insufficient ability to connect personally with and among texts / responses rarely extend on text</li> <li>Limited ability to detect purpose and point of view (e.g., bias, stereotyping, prejudice)</li> <li>Limited ability to interpret figurative language (e.g., similes, metaphors, personification)</li> <li>Limited ability to identify features of text (e.g., punctuation, capitalization, titles, subheadings, glossary, index) and types of text (e.g., literary genres)</li> <li>Limited ability to read orally (with minimal phrasing, fluency, and expression); miscues frequently affect meaning.</li> </ul>                                    |
| 1<br>Very Limited                         | <ul style="list-style-type: none"> <li>No demonstrated ability to understand text critically; comments not supported from text</li> <li>Very limited ability to analyze and evaluate text</li> <li>No demonstrated ability to connect personally with and among texts / responses do not extend on text</li> <li>Very limited ability to recognize purpose and point of view (e.g., bias, prejudice, stereotyping)</li> <li>Very limited ability to interpret figurative language (e.g., similes, metaphors, personification)</li> <li>Very limited ability to identify features of text (e.g., punctuation, capitalization, titles, sub-headings, glossary, index) and types of text (e.g., literary genres)</li> <li>Very limited ability to read orally (e.g., phrasing, fluency, and expression not evident); miscues significantly affect meaning</li> </ul> |

| <b>3. Holistic Listening Rubric</b> |  |
|-------------------------------------|--|
| <b>Proficiency Level</b>            | <b>Traits</b>  |
| 5<br>Outstanding                    | <ul style="list-style-type: none"> <li>Complex understanding of orally presented text; comments and other representations insightful and always supported from the text</li> <li>Outstanding ability to connect personally with and extend on orally presented text / responses consistently extend beyond the literal</li> <li>Outstanding ability to recognize point of view (e.g., bias, stereotyping, prejudice)</li> <li>Outstanding ability to listen attentively and courteously</li> </ul> |
| 4<br>Strong                         | <ul style="list-style-type: none"> <li>Strong understanding of orally presented text; comments and other representations often insightful and usually supported from the text</li> <li>Strong ability to connect personally with and extend on orally presented text / responses often extend beyond the literal</li> <li>Strong ability to recognize point of view (e.g., bias, stereotyping, prejudice)</li> <li>Strong ability to listen attentively and courteously</li> </ul>                 |
| 3<br>Adequate                       | <ul style="list-style-type: none"> <li>Good understanding of orally presented text; comments and other representations predictable and sometimes supported from the text</li> <li>Adequate ability to connect personally with and extend on orally presented text / responses sometimes extend beyond the literal</li> <li>Fair ability to recognize point of view (e.g., bias, stereotyping, prejudice)</li> <li>Fair ability to listen attentively and courteously</li> </ul>                    |
| 2<br>Limited                        | <ul style="list-style-type: none"> <li>Insufficient understanding of orally presented text; comments and other representations rarely supported from the text</li> <li>Insufficient ability to connect personally with and extend on orally presented text / responses are always literal</li> <li>Limited ability to recognize point of view (e.g., bias, stereotyping, prejudice)</li> <li>Limited ability to listen attentively and courteously</li> </ul>                                      |
| 1<br>Very Limited                   | <ul style="list-style-type: none"> <li>No demonstrated understanding of orally presented text; comments and other representations not supported from text</li> <li>No demonstrated ability to connect personally with and extend on orally presented text / responses are disjointed or irrelevant</li> <li>Very limited ability to recognize point of view (e.g., bias, prejudice, stereotyping)</li> <li>Very limited ability to listen attentively and courteously</li> </ul>                   |

| <b>4. Holistic Speaking Rubric</b> |   |
|------------------------------------|---|
| <b>Proficiency Level</b>           | <b>Traits</b>   |
| 5<br>Outstanding                   | <ul style="list-style-type: none"> <li>Outstanding ability to listen, reflect, and respond critically to clarify information and explore solutions (e.g., communicating information)</li> <li>Outstanding ability to connect ideas (e.g., with clarity and supporting details)</li> <li>Outstanding use of language appropriate to the task (e.g., word choice)</li> <li>Outstanding use of basic courtesies and conventions of conversation (e.g., tone, intonation, expression, voice)</li> </ul> |
| 4<br>Strong                        | <ul style="list-style-type: none"> <li>Strong ability to listen, reflect, and respond critically to clarify information and explore solutions (e.g., communicating information)</li> <li>Strong ability to connect ideas (e.g., with clarity and supporting details)</li> <li>Consistent use of language appropriate to the task (e.g., word choice)</li> <li>Consistent use of basic courtesies and conventions of conversation (e.g., tone, intonation, expression, voice)</li> </ul>             |
| 3<br>Adequate                      | <ul style="list-style-type: none"> <li>Sufficient ability to listen, reflect, and respond critically to clarify information and explore solutions (e.g., communicating information)</li> <li>Sufficient ability to connect ideas (e.g., with clarity and supporting details)</li> <li>Frequent use of language appropriate to the task (e.g., word choice)</li> <li>Frequent use of basic courtesies and conventions of conversation (e.g., tone, intonation, expression, voice)</li> </ul>         |
| 2<br>Limited                       | <ul style="list-style-type: none"> <li>Insufficient ability to listen, reflect, and respond to clarify information and explore solutions (e.g., communicating information)</li> <li>Limited ability to connect ideas (e.g., with clarity and supporting details)</li> <li>Limited use of language appropriate to the task (e.g., word choice)</li> <li>Limited use of basic courtesies and conventions of conversation (e.g., tone, intonation, expression, voice)</li> </ul>                       |
| 1<br>Very Limited                  | <ul style="list-style-type: none"> <li>No demonstrated ability to listen, reflect, or respond to clarify information and explore solutions (e.g., communicating information)</li> <li>Very limited ability to connect ideas (e.g., with clarity and supporting details)</li> <li>Language not appropriate to the task (e.g., word choice)</li> <li>Very limited use of basic courtesies and conventions of conversation (e.g., tone, intonation, expression, voice)</li> </ul>                      |

| <b>5. Assessing Collaborative Group Participation</b> |   |
|---|---|
| <b>Proficiency Level</b>                              | <b>Traits</b>   |
| 5<br>Outstanding                                      | <ul style="list-style-type: none"> <li>• Outstanding ability to contribute toward achievement of the group task</li> <li>• Outstanding appreciation for the feelings and learning needs of group members</li> <li>• Very eager to carry out his/her assigned task(s) in the group</li> <li>• Brings outstanding knowledge and skills about the (identify the topic)</li> <li>• Very eager to encourage others to contribute to the group tasks</li> </ul>                 |
| 4<br>Strong   | <ul style="list-style-type: none"> <li>• Strong ability to contribute toward achievement of the group task</li> <li>• Strong appreciation for the feelings and learning needs of group members</li> <li>• Eager to carry out his/her assigned task(s) in the group</li> <li>• Brings strong knowledge and skills about the (identify the topic)</li> <li>• Eager to encourage others to contribute to the group tasks</li> </ul>  |
| 3<br>Adequate   | <ul style="list-style-type: none"> <li>• Adequate ability to contribute toward achievement of the group task</li> <li>• Adequate appreciation for the feelings and learning needs of group members</li> <li>• Inclined to carry out his/her assigned task(s) in the group</li> <li>• Brings adequate knowledge and skills about the (identify the topic)</li> <li>• Inclined to encourage others to contribute to the group tasks</li> </ul>                              |
| 2<br>Limited  | <ul style="list-style-type: none"> <li>• Limited ability to contribute toward achievement of the group task</li> <li>• Limited appreciation for the feelings and learning needs of group members</li> <li>• Inclined, when prompted, to carry out his/her assigned task(s) in the group</li> <li>• Brings limited knowledge and skills about the (identify the topic)</li> <li>• Inclined, when prompted, to encourage others to contribute to the group tasks</li> </ul> |
| 1<br>Very Limited                                     | <ul style="list-style-type: none"> <li>• Very limited ability to contribute toward achievement of the group task</li> <li>• Very limited appreciation for the feelings and learning needs of group members</li> <li>• Reluctant to carry out his/her assigned task(s) in the group</li> <li>• Brings very limited knowledge and skills about the (identify the topic)</li> <li>• Reluctant to encourage others to contribute to the group tasks</li> </ul>                |



