

## COURSE INFORMATION SHEET

**DATE: 20-**  
**SECONDARY SCHOOL: BISHOP ALLEN ACADEMY**  
**DEPARTMENT HEAD:**  
**TEACHER:**  
**DEPARTMENT: BUSINESS/COMPUTER STUDIES**



<b>CURRICULUM POLICY DOCUMENT</b>		The Ontario Curriculum, Grades 11 & 12, Business Studies, 2006	
<b>COURSE TITLE</b>	Entrepreneurship: The Venture	<b>COURSE CODE</b>	BDI3C
<b>PRE-REQUISITE</b>	None	<b>GRADE &amp; TYPE</b>	Grade 11, College Preparation
<b>FULL YEAR / SEMESTER</b>	Semester	<b>CREDIT VALUE</b>	One

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

### Units and Time

Unit 1	Enterprising People and Entrepreneurs	25 hours
Unit 2	Ideas and Opportunities for New Ventures	25 hours
Unit 3	The Benefits of a Venture Plan	30 hours
Unit 4	Developing and Completing a Venture Plan for the Proposed Business	30 hours

<b>STUDENT EVALUATION CRITERIA</b>				
<b>TERM – 70%</b>		<b>FINAL – 30%</b>		<b>FINAL REPORT CARD GRADE CALCULATION – 100%</b>
<b>10 ≤ RELATIVE EMPHASIS / WEIGHTING ≤ 40</b>		<b>RELATIVE EMPHASIS / WEIGHTING</b>		
<b>KNOWLEDGE/UNDERSTANDING</b>	20	Venture Plan	15	<b>TERM TOTAL + FINAL TOTAL = REPORT CARD MARK</b>
<b>INQUIRY/THINKING</b>	15	Exam	15	
<b>COMMUNICATION</b>	15			
<b>APPLICATION</b>	20			
<b>TERM TOTAL</b>	<b>70</b>	<b>FINAL TOTAL</b>	<b>30</b>	

<b>ASSESSMENT FORMAT USED</b>					
<b>WRITTEN</b>		<b>PERFORMANCE</b>		<b>OTHER</b>	
Short Answer		Presentations		Teacher Observation	
Single/Group Assignments		Graphic Organizers		Interviews	
Multiple Choice		Projects		Portfolios	
Quizzes		Venture Plan		Skills Checklist	
Tests		Reports			

<b>RESOURCES</b>	
Textbook	<i>Entrepreneurship: Creating a Venture By: Lori Carson and Madeline Dennis</i>
Student Materials	Associations
Computer Use	Work Related Organizations
Course Related Websites	Bank, Trusts, Credit Unions
On-line Magazines/Newspapers	Corporations
	Government

<b>POLICIES &amp; PROCEDURES</b>	
Late Assignments	See Bishop Allen late policy for all curses in student agenda.
Plagiarism	See "School Code of Behaviour"
Homework	Homework is assigned to review and complete class work
Department Weighting Policy	Quiz/minor assignments/homework—1 Essays/major assignments/presentations—2 Tests—3
Extra Help	After school assistance is always provided as need arises

<b>LEARNING SKILLS CRITERIA</b>	
<b>IN EACH REPORTING PERIOD, REPORT ON THE QUALITY OF THE LEARNING SKILLS DEMONSTRATED BY THE STUDENT IN EACH OF THE CATEGORIES IDENTIFIED ON THE REPORT CARD USING THE FOLLOWING LETTER SYMBOLS.</b>	
<b>E–EXCELLENT</b>	<b>G–GOOD</b>
<b>S–SATISFACTORY</b>	<b>N–NEEDS IMPROVEMENT</b>
<b>SKILL: WORKS INDEPENDENTLY</b>	
<b>INDICATORS:</b>	
<ul style="list-style-type: none"> <li>• accomplishes tasks independently</li> <li>• accepts responsibility for completing tasks</li> <li>• follows instructions</li> <li>• regularly completes assignments on time and with care</li> <li>• demonstrates self-direction in learning</li> <li>• independently selects, evaluates, and uses appropriate learning materials, resources, and activities</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrates persistence in bringing tasks to completion</li> <li>• uses time effectively</li> <li>• uses prior knowledge and experience to solve problems and make decisions</li> <li>• reflects on learning experiences</li> </ul>
<b>SKILL: ORGANIZATION</b>	
<b>INDICATORS:</b>	
<ul style="list-style-type: none"> <li>• organizes work when faced with a number of tasks</li> <li>• devises and follows a coherent plan to complete a task</li> <li>• follows specific steps to reach goals or to make improvements</li> <li>• revises steps and strategies when necessary to achieve a goal</li> </ul>	<ul style="list-style-type: none"> <li>• manages and uses time effectively and creatively</li> <li>• demonstrates ability to organize and manage information</li> <li>• follows an effective process for inquiry and research</li> <li>• uses appropriate information technologies to organize information and tasks</li> </ul>
<b>SKILL: INITIATIVE</b>	
<b>INDICATORS:</b>	
<ul style="list-style-type: none"> <li>• seeks out new opportunities for learning</li> <li>• responds to challenges and takes risks</li> <li>• demonstrates interest and curiosity about concepts, objects, events, and resources</li> <li>• seeks necessary and additional information in print, electronic, and media resources</li> <li>• identifies problems to solve, conducts investigations, and generates questions for further inquiry</li> <li>• requires little prompting to complete a task, displaying self-motivation and self-direction</li> </ul>	<ul style="list-style-type: none"> <li>• approaches new learning situations with confidence and a positive attitude</li> <li>• develops original ideas and devises innovative procedures</li> <li>• attempts a variety of learning activities</li> <li>• seeks assistance when needed</li> <li>• uses information technologies in creative ways to improve learning for self or others</li> </ul>
<b>SKILL: TEAMWORK</b>	
<b>INDICATORS:</b>	
<ul style="list-style-type: none"> <li>• works willingly and cooperatively with others</li> <li>• shares resources, materials, and equipment with others</li> <li>• responds and is sensitive to the needs and welfare of others</li> <li>• solves problems collaboratively</li> <li>• accepts various roles, including leadership roles</li> <li>• takes responsibility for his or her own share of the work to be done</li> <li>• works to help achieve the goals of the group or the class</li> <li>• helps to motivate others, encouraging them to participate</li> <li>• contributes information and ideas to solve problems and make decisions</li> </ul>	<ul style="list-style-type: none"> <li>• questions the ideas of the group to seek clarification, test thinking, or reach agreement</li> <li>• shows respect for the ideas and opinions of others in the group or class</li> <li>• listens attentively, without interrupting</li> <li>• in discussions, paraphrases points of view and asks questions to clarify meaning and promote understanding</li> <li>• recognizes the contribution of group members by means of encouragement, support, or praise</li> <li>• seeks consensus and negotiates agreement before making decisions</li> </ul>
<b>SKILL: WORK HABITS/HOMEWORK</b>	
<b>INDICATORS:</b>	
<ul style="list-style-type: none"> <li>• completes homework on time and with care</li> <li>• puts forth consistent effort</li> <li>• follows directions</li> <li>• shows attention to detail</li> <li>• uses materials and equipment effectively</li> </ul>	<ul style="list-style-type: none"> <li>• begins work promptly and uses time effectively</li> <li>• perseveres with complex projects that require sustained effort</li> <li>• applies effective study practices</li> </ul>

**NOTE:** The above chart is a reformatting of the skills identified in the Ministry of Education’s *Guide to the Provincial Report Card, Grades 9 – 12 : Appendix C: pages 27 to 29*.