

## Building the Entrepreneurial Mindset, Grade 9, Open

**Course Title:** Building the Entrepreneurial Mindset

**Course Code:** BEM10

**Grade:** 9

**Course Type:** Open

**Credit Value:** 1

**Prerequisites:** None

**Curriculum Document:** [Building the Entrepreneurial Mindset, BEM10, Open \(2024\)](#)

**Course Developer:** Sarah McKercher

**Department:** Business Studies

**Development Date:** September 2024

**Most Recent Revision Date:** September 2024

**Teacher(s):**

Mark Dietrich	B. BA. (Hon), B.Ed., <a href="#">OCT</a>
Jonathan Kirk	B.BA., B.Ed., <a href="#">OCT</a>

### Course Description:

In this course, students will learn what makes an entrepreneur thrive and the skills required to succeed in today's business environment. Students will begin to develop their own entrepreneurial mindset, and learn why it's important to take initiative, adapt to change, find creative solutions, and understand the financial considerations of entrepreneurship. This hands-on course will use business software and applications to help students plan and develop their entrepreneurial ideas and learn how to present them to a target audience. Throughout the course, students will enhance their communications skills as well as develop and refine their project management skills, including goal setting, time management, and networking.

Unit Title and Description	Time Allocated
<b>The Entrepreneurial Mindset</b>  Ever wondered how some of the greatest business people became so successful? Have you ever thought about the skills they had to develop to make it to where they are today? In this unit you will learn what it takes to be a successful entrepreneur. You will learn about the skills you need and how to be an effective leader. You will also learn about Canadian entrepreneurs who are making a difference, to learn from their example.	15 Hours
<b>Prototyping</b>  Part of being a successful entrepreneur is being able to solve problems. Most of the services or products we interact with on a daily basis were created because we had a need. In this unit you will learn how to create ideas to fill a need. You will learn about developing those ideas into prototypes, testing them and refining the ideas and prototypes. By the end of this unit, you will have developed a completely new product or service that would help fill a need in your own community.	30 Hours

<p><b>Business Communication</b></p> <p>It is all well and good generating ideas, developing products and services, and creating a working prototype, but how will you let the public know about your product and service? This is where business communication comes in. In this unit you will learn how to research, draft, revise, and then publish and present business texts. You will learn about the accessibility needs for any texts presented to the public, and how to protect yourself and others online. You will then apply these skills to develop a media campaign to promote your product and service.</p>	35 Hours
<p><b>The Pitch</b></p> <p>Now that you have a working prototype and know how you are going to advertise your product and service to the public, you need to determine how you are going to find funding. Without funding, your product or service won't be able to make it out the door. In this unit you learn about different funding and mentorship opportunities. You will also learn how to pitch your ideas investors to help gain funding or support. By the end of this unit, you will know about real funding and mentorship opportunities available to you in your community and have developed a pitch you could deliver to potential investors.</p>	20 Hours
<p><b>Final Assessments</b></p> <p>The course wraps everything up through a final project worth 30% of the final grade.</p>	10 Hours

### Overall Curriculum Expectations

#### Business Leadership, Project Management, and Connections

1. Business leadership and Project Management: demonstrate an understanding of various business leadership styles and use a project management process when performing business-related tasks
2. Business Technologies: demonstrate an understanding of business-related digital technologies and use them in a way that respects their own and others' online safety and data security to complete a variety of business-related tasks and projects
3. Connections, Applications, and Careers: analyze how business skills and knowledge can be applied in other subject areas and in a variety of careers
4. Contributions of Entrepreneurs: describe how entrepreneurs contribute to social, economic, and environmental progress, and analyze challenges that they face, identifying ways to address these challenges

#### The Entrepreneurial Mindset

1. The Entrepreneurial Mindset: demonstrate an understanding of the mindset necessary to succeed as an entrepreneur, and describe how the experiences of various entrepreneurs led them to innovate and start new businesses
2. Designing an Entrepreneurial Idea: use a design process to identify how to meet various market needs and opportunities, and select and develop an entrepreneurial idea to pursue

3. Refining an Entrepreneurial Idea: use a problem solving process to assess and refine their entrepreneurial idea, considering its social, economic, environmental, and ethical impacts
4. Pitching an Entrepreneurial Idea: use a pitch process to effectively communicate their entrepreneurial idea to various audiences for the purpose of gathering support for a potential entrepreneurial venture

### Business Communications

1. Developing and Organizing Ideas: generate and develop ideas for a variety of business texts, including digital and media texts, and research, synthesize, and organize the ideas and information
2. Creating Business Texts: create a variety of draft business texts, including digital and media texts, using clear language as well as appropriate business terminology, text forms, design elements, and digital tools and techniques
3. Publishing and Presenting: publish and present final business texts in an accessible format, including digital and media texts, using appropriate digital and oral presentation tools and techniques

### Resources Required:

You will be developing a product or service throughout this course. As part of this process, you will create a prototype of this product or service. Depending on the product or service you choose to create, you will need to use different materials to create this prototype.

### Teaching and Learning Strategies

This course is a project based course designed to help students engage with the learning in a hands-on way, reflective of the business world.

- **Project management:** This course is taught through a project based approach to learning allowing students to develop their organization, time management, and leadership skills.
- **Problem-solving and critical and creative thinking:** Students will continually build on their past assessments throughout the course, allowing them to solve problems and refine their ideas by thinking critically and creatively.
- **Real-world learning:** All lessons and assessments are built around real world contexts allowing the students to learn to gain practical skills and fully understand the transferable nature of business.
- **Applying feedback:** Teacher feedback is provided continually throughout the course and the students will learn how to apply this feedback to help improve their work and further their project.

### Assessment and Evaluation Strategies

Every student attending Christian Virtual School is unique. We believe each student must have the opportunities to achieve success according to their own interests, abilities, and goals. Like the Ministry of Education, we have defined high expectations and standards for graduation, while introducing a range of options that allow students to learn in ways that suit them best and enable them to earn their diplomas. Christian Virtual School's Assessment, Evaluation, and Reporting

Policy is based on seven fundamental principles, as outlined in the [Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools](#) document.

When these seven principles are fully understood and observed by all teachers, they guide the collection of meaningful information that helps inform instructional decisions, promote student engagement, and improve student learning. At Christian Virtual School, teachers use practices and procedures that:

- are fair, transparent, and equitable for all students;
- support all students, including those with special education needs, those who are learning English, and those who are First Nation, Métis, or Inuit;
- are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students;
- are communicated clearly to students and parents or guardians at the beginning of the school year or course and at other appropriate points throughout the school year or course;
- are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
- provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement; and
- develop students' self-assessment skills to enable them to access their own learning, set specific goals, and plan next steps for their learning.

For more information on Christian Virtual School's general assessment and evaluation strategies, you can refer to our [Assessment, Evaluation, and Reporting Policy](#).

To ensure that we are meeting the principles of *Growing Success*, we carefully plan all the assessments within our courses.

First and foremost, they are designed as opportunities for students to improve their learning. Assessment for the purpose of improving student learning is seen as both “assessment **for** learning (AfL)” and “assessment **as** learning (AaL)” according to *Growing Success*. As part of assessment for learning, teachers provide students with descriptive feedback and coaching for improvement. Teachers engage in assessment as learning by helping all students develop their capacity to be independent, autonomous learners who can set individual goals, monitor their own progress, determine next steps, and reflect on their thinking and learning. Examples of these types of assessments in this course include:

Assessment for Learning	Assessment as Learning
Discussion activities	Goal setting activities
Personal reflections	Reflection and review activities
Draft opportunities	Success checklists

Second, we focus on a balance between assessing students' acquisition of knowledge as well as their skills of thinking, communication, and application of subject-specific material. In this course, you can expect assessment to be divided into the following balance:

Percentage	Skill
15	<b>Knowledge and Understanding:</b> Subject-specific content acquired and the comprehension of its meaning and significance
25	<b>Thinking/Inquiry:</b> The use of critical and creative thinking skills and/or processes
30	<b>Communication:</b> The conveying of meaning through various forms
30	<b>Application:</b> The use of knowledge and skills to make connections within and between various contexts

Lastly, the assessments are designed so that teachers have an opportunity to gain an understanding of a student's learning through direct observation of students, one-on-one conversations with students, and evaluating products that students submit. Examples of these methods in this course include:

Observation	Conversation	Product
Peer-to-peer discussions	Multi-part assignments that involve the teacher and implementing feedback	Media Campaign
Research activities	Teacher-student discussions	Business Pitch
Draft opportunities	Ongoing conversation project with their teacher	Portfolio Assessment

## Program Planning Considerations

Each of our courses have been designed by a team of educators to create an environment infused with creativity, flexibility, choice, and variety, with the goal to help every student succeed. We also take into consideration several topics that span disciplines and ensure we incorporate these into each of our courses.

### Program Planning Considerations

#### Students with Special Needs

Christian Virtual School is committed to ensuring that all students are provided with the learning opportunities and supports they require to succeed. Our courses are made to offer flexible, personalized learning experiences. By maintaining an asynchronous model, students can move through their courses at their own pace, ensuring they are able to take the time they need to understand concepts or work with their teacher if they hit roadblocks. Christian Virtual School courses also incorporate choice, allowing students to submit work in a variety of mediums or formats to communicate their ideas.

In addition to the flexibility built into the courses, Christian Virtual School will implement the accommodations that are listed in a student's Individual Education Plan (IEP) that are applicable to the online learning environment. In these cases, the learning expectations will be the same as or similar to the expectations outlined in the curriculum document but supports will be provided to help students achieve those expectations. Common accommodations in the environment are reducing the workload, simplifying tasks and materials, providing extra time for tests and exams, allowing scribing or the use of specialized equipment, and not deducting marks for spelling.

**English Language Learners**

Although all our courses are only offered in English at this time, Christian Virtual School welcomes students learning the English language. Students do need to meet a baseline proficiency level to access the content, but Christian Virtual School teachers are responsible for helping students develop their English literacy skills no matter the course they are enrolled in.

Upon enrollment, students are asked if they would like to provide information about their English language background, and this information is used by our teachers to help them adjust their instruction and suggest accommodations within the courses. English language learners are encouraged to reach out to their teacher or the Christian Virtual School administration to talk about the accommodation options in their courses so that the appropriate opportunities are given to everyone.

**Environmental Education**

Christian Virtual School operates with 5 core values: responsibility, perseverance, integrity, compassion, and community. These core values determine our business operations, as well as exemplify what we, as educators, want to instill in our students. Environmental education, among other causes, are important to us as a school and we strive to promote learning about these issues and solutions within our courses. We work to educate students on the environment, its threats, and the importance of sustainability. We also work to inspire students to make an impact within their community and identify an alignment between their passions and the local, or global, needs.

Environmental education is woven throughout our course content, across all disciplines. Depending on the course and subject matter, this education can be subtle or explicit, but the goal is to ensure that students have the opportunity to acquire the knowledge, skills, perspective and practices needed to become an environmentally literate citizen.

**Equity and Inclusive Education**

Christian Virtual School stands on the belief that every person is unique and, regardless of ancestry, culture, ethnicity, sex, physical or intellectual ability, race, religion, sexual orientation, socio-economic status, or other similar factor, they are to be welcomed, included, accepted, treated fairly, and respected. As a school, we teach students about multiple worldviews, how to identify and acknowledge similarities and differences, and how to communicate with others in an inclusive, kind, loving, and compassionate way.

Diversity is valued at Christian Virtual School, and it is our goal to ensure all members of the community feel safe, comfortable, and accepted. Our courses are written to draw attention to the contributions of men and women alike, the different perspectives of various cultural, religious, and racial communities, and the beliefs and practices of First Nations, Métis, and Inuit peoples, to showcase a wide range of backgrounds and allow all of our students to see themselves reflected in the curriculum.

As a school, we see and recognize the diversity of families, children, and people in the world in need of Christ's love. We work every day to spread the love and acceptance of Christ.

**Financial Literacy Education**

Whenever possible, Christian Virtual School emphasizes the importance of financial literacy. Making financial decisions has become an increasingly complex task, and students need to have knowledge in many areas and a wide range of skills in order to make informed decisions about financial matters. In addition to the concrete skills of numeracy and finances from a mathematical point of view, students need to develop an understanding of the economic forces and ways in which they can respond to those influences.

Lessons that promote skill building in problem solving, inquiry, research, decision making, reflection, and critical thinking are present throughout Christian Virtual School courses. The goal is to help students acquire the knowledge and skills required to understand their own finances, as well as to develop an understanding of local and global effects of world economic forces and the social, environmental, and ethical implications of their own choices.

### **The Role of Information and Communication Technology**

Technology is rapidly changing, and the requirements for literacy in technology is growing just as quickly. Students entering the workforce are expected to have a firm grasp of information and communication technologies and be skilled their use.

Due to the nature of Christian Virtual School courses, students are exposed to a wide range of technologies to both facilitate and communicate their learning. As a result, students will develop transferable skills through their experience with word processing, information processing, internet research, presentation software, communication tools, and more.

### **Career Education**

Opportunities are present throughout Christian Virtual School courses to explore careers related to the different disciplines and subject areas. Students are exposed to a wide variety of modern careers, fields of study, and employment opportunities.

In addition, teachers are available to help the student prepare for employment in a number of diverse areas. With the help of teachers, students will learn to set and achieve goals and gain experience in making meaningful decisions concerning career choices. The skills, knowledge, and creativity that students acquire through our course are essential for a wide range of careers.

### **Health and Safety**

In order to provide a suitable learning environment for the Christian Virtual School staff and students, it is critical that the courses and the learning environment complies with relevant federal, provincial, and municipal health and safety legislation and by-laws, including, but not limited to, the Workplace Safety and Insurance Act, the Workplace Hazardous Materials Information System (WHMIS), the Food and Drug Act, the Health Protection and Promotion Act, the Ontario Building Code, and the Occupational Health and Safety Act (OHSA).

Consideration of students' health and safety is taken when planning activities, investigations, and experiments for our courses to ensure that proper safety precautions are communicated to and attainable for students.