



Entrepreneurship 110

2014



Entrepreneurship 110

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Curriculum Outcomes

The goals for student learning in Entrepreneurship are organized in an outcome framework. The “big ideas” of the course are stated in three general curriculum outcomes; each general outcome is further articulated in specific curriculum outcomes. The outcome statements identify what students will know and be able to do as a result of the teaching and learning in the course. “Know” and “Do” statements, directly following each specific outcome, will assist the teacher to assess the knowledge and skill level of the students in order to target instruction and intervene appropriately. These statements will help the teacher to decide upon learning activities that best support student learning.

Entrepreneurship 110 curriculum will develop competencies required to work in a business; as a systems analyst, information analyst, marketing consultant, electronic commerce specialist, and aware of the importance of international business. Students will learn technical skills required to analyze business needs and problems, and propose solutions that incorporate technology effectively.

Objectives

Entrepreneurship 110 will engage students in planning and executing their own business ventures. The knowledge and skills acquired from the venture are transferrable to personal and work opportunities.

The course will improve the students’ ability to access opportunities and develop an appreciation for the entrepreneurial spirit and the effort behind running a business by providing the student with skills in leadership, critical thinking, and problem solving.

This course is designed to have a high degree of student engagement and student lead exploration. The concepts developed in this curriculum will prepare students to apply their knowledge to real world unpredictable situations.

Guiding Principles

Entrepreneurship curriculum and resources focus on having students become work ready and develop problem solving skills.

Guiding Principles	Look For
Meaningful to the students' reality	Real world business case studies
Incorporate multiple perspectives	A written business plan
Engage in cross curricular activity	Identify and profile successful entrepreneurs provincially, nationally and internationally
Promote digital literacy skills	Demonstrate understanding of different types of businesses and identify which type of business is appropriate for specific regions and markets
Promote critical thinking and problem solving	Identify business opportunities with in the local community
Support creativity and innovation	Demonstrate ethical behaviours when developing and implementing mini ventures
Promote diverse learning and assessment strategies	Characterize local agencies that can support students in venture(s) development
Encourage a high level of rigor and relevance	Research/develop/implement mini venture (s)
Promote initiative and responsibility	Using current business news and issues

The Focus on Information Technology (FIT) program

The Focus on Information Technology (FIT) program was developed by the Information and Communications Technology Council (ICTC). FIT is a Canada-wide program for high school students. It provides high school graduates with technology and business/ entrepreneurial skills, and with essential workplace skills and experience. Entrepreneurship 110 is one of six high school elective courses that make up the FIT program in New Brunswick.

The FIT program focuses on developing: Technical proficiency, Multimedia development, Network support capability, Employability/essential skills, and Business/Entrepreneurship aptitude.

How does FIT work?

Without taking on any extra course load, students can achieve FIT certification. The FIT program uses elective high school courses in business, technology, and co-op to provide the skills needed for a career in Information Communication Technology (ICT). FIT students work in teams and participate in hands-on learning projects. Co-op work placements provide real world experience in the Information Technology industry.

How the FIT Program Works Follow the path to success in Information Technology

Students complete courses in two general areas and one specialized area (called a Concentration). While it's suggested the general skills courses be completed first, this is not a requirement. They can be completed in any order.

When awarded, the FIT certificate will indicate which concentration was selected.

Getting your FIT Certificate starts with taking three FIT approved courses

You + Both General Skills Courses + A course in one of the four concentrations = FIT Certificate

Beyond the Basics
The FIT experience can also be extended through the co-op program, paid work experience or through the completion of industry certifications (e.g. Java, Microsoft Office Specialist). Check the "Levels of Certification" section on the other side of this brochure.

General Skills
Part of all FIT programs

General Technical
Course: Information Technology 120
General technical competencies introduce students to the full range of ICT work and how it supports/facilitates all types of organizations in achieving their goals.

General Business
Course: Business Organization and Management 120
General business competencies help develop students' abilities to work in all types of organizations in a business-like manner.

Four Areas of Concentration
Find the FIT that's right for you

Business and Information Analysis
Course: Entrepreneurship 110
Develop competencies to work as a business, systems or information analyst or architect. You will combine enhanced business competencies with technical skills to analyse business needs and problems and propose solutions that incorporate technology effectively.

Software Design and Development
Course: Computer Science 130
Deepen your technology skills, especially in the areas of solution design, integration, programming and data base development. This concentration focuses on guiding you to use technical competencies to develop applications and systems to help solve real world problems.

Network and Systems Operations
Course: Technical Support 130
Develop skills in running the technical and communications platforms that are central to the operations of most organizations. You will operate mission-critical hardware and software, solve real time problems and develop solutions to create and people to sell organizations' products and services.

Interactive Media
Course: Digital Production 130
Develop competencies to work in the rapidly growing online world, including web design and development, social and mobile media, interactive games and e-commerce. Blend business, technology, and artistic skills to address the important new responsibilities organizations are facing in the online world.

Entrepreneurship 110 shaded in Green, "Business and Information Technology"

Universal Design for Learning

The New Brunswick Department of Education and Early Childhood Development's definition of inclusion states that every child has the right to expect that ... his or her learning outcomes, instruction, assessment, interventions, accommodations, modifications, supports, adaptations, additional resources and learning environment will be designed to respect his or her learning style, needs and strengths.

Universal Design for Learning is a "framework for guiding educational practice that provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged. It also "...reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient." (CAST, 2011).

In an effort to build on the established practice of differentiation in education, the Department of Education and Early Childhood Development supports Universal Design for Learning for all students. New Brunswick curricula are created with universal design for learning principles in mind. Outcomes are written so that students may access and represent their learning in a variety of ways, through a variety of modes. Three tenets of universal design inform the design of this curriculum. Teachers are encouraged to follow these principles as they plan and evaluate learning experiences for their students:

- Multiple means of representation** provide diverse learners options for acquiring information and knowledge
- Multiple means of action and expression** provide learners options for demonstrating what they know
- Multiple means of engagement** tap into learners' interests, offer appropriate challenges, and increase motivation

For further information on Universal Design for Learning, view online information at <http://www.cast.org/> and in the appendices section of this document.

Assistive Technology

Assistive technology for learning (ATL) is any technology that increases, maintains or improves the functional capabilities of an individual with disabilities. As the utilization of technology becomes more and more common place in learning environments, the line between educational technology and assistive technology is blurring. Many tools that are currently considered assistive technologies can offer benefits to all students.

The benefits of assistive technology for students with disabilities include:

- building on individual strengths
- accomplishing higher rates of learning and improved achievement
- completing academic tasks independently, including tasks that they might not otherwise be able to handle unaided, leading to a greater sense of self-efficiency
- addressing a number of literacy and numeracy challenges

There are tools available to support the diverse learning needs of students, view online information at <http://nbteacher.wikispaces.com/Assistive+Technology>. Educators are encouraged to collaborate with the Student Support Services team in their school to determine suitable supports.

Project Based Learning

This course lends itself to project based learning. For information on project based learning refer to <http://www.pbl-online.org>



Timeline

This curriculum assumes 90 hours of classroom instruction and learning experiences, a semester-long program. With anticipated interruptions to this time, it is essential that teachers consider equal distribution of time for the specific outcomes. An integrated approach through the suggested units will allow for flexible attention to a number of outcomes within individual learning experiences.

GCO	Topic	Amount of Time
GCO 1	Students demonstrate entrepreneurial concept.	30 hours
GCO 2	Students initiate improvements through the implementation of a venture.	30 hours
GCO 3	Students develop a business plan for a venture.	30 hours

Resources

These videos are New Brunswick Entrepreneurs, regional examples of business ventures. Entrepreneurs relate their real life experiences, describing how they created and operate business in New Brunswick.

- Short video profiles of Maritime Entrepreneurs (8 to 10 minutes)

Available on the SharePoint Site:

<https://nbed.sharepoint.com/sites/ProvincialBusinessSkilledTradeandAppliedTechnologyTeacherres/Shared%20Documents/Forms/AllItems.aspx?viewid=bb82fe13%2Dbe16%2D4361%2D9a75%2D555a42279006&id=%2Fsites%2FProvincialBusinessSkilledTradeandAppliedTechnologyTeacherres%2FShared%20Documents%2FGeneral%2FBusiness%20resources>

Resources

Description	Item	Website
Teacher Resource Textbook (reference to chapters in main document)	<i>Business Plan, Business Reality</i> <i>Starting and managing your own business in Canada</i>	Author: James R. Skinner Publisher: Pearson Prentice Hall ISBN-10: 0131997637 ISBN-13: 978-0131997639
Book	<i>Persuasion</i>	Author: Arlene Dickinson Publisher: Collins Canada ISBN-10: 1443405965 ISBN-13: 978-1443405966

Description	Item	Website
Book	Driven : How To Succeed in Business and Life	Author: Robert Herjavec Publisher: HarperCollins Canada ISBN: 9781554687084
Books	Decisions: Making the Right Ones and Righting the Wrong Ones	Author: Jim Treiving Publisher: Collins Canada ISBN-10: 1443411817 ISBN-13: 978-1443411813
Books	Brandwashed: Tricks Companies Use to Manipulate Our Minds and Persuade Us To Buy	Author: Martin Lindstrom Publisher: Crown Business ISBN-10: 0385531737 ISBN-13: 978-0385531733
Books	Buy-ology Truth and Lies About Why We Buy	Author: Martin Lindstrom Publisher: Crown Business ISBN-10: 0385523890 ISBN-13: 978-0385523899
Books	Brand Sense Sensory Secrets Behind The Stuff We Buy	Author: Martin Lindstrom Publisher: Free Press ISBN-10: 1439172013 ISBN-13: 978-1439172018
Books	Boom Bust & Echo Profiting From the Demographic Shift In The 21 st Century	Author: David K. Foot Publisher: Stoddart ISBN-10: 0773762086 ISBN-13: 978-0773762084
Book	The Lemonade Wars	The Lemonade War by Jacqueline Davies ISBN-13: 978-0-618-75043-6 ISBN-10: 0-618-75043-6
Business Case Studies	Wallace McCain Institute	http://www.wallacemccainstitute.com/

Description	Item	Website
Business Plan	Royal Bank Business Plan	http://www.rbcroyalbank.com/commercial/advice/general/planning-for-success.html?ProspectID=FF5F36DCE64243D1864DD6E221B14FFC
Magazine	Atlantic Progress Magazine	http://www.progressmedia.ca/
Magazine	Canadian Business Magazine	http://www.canadianbusiness.com
Magazine	Entrepreneurs Magazine	http://www.entrepreneur.com/magazine/index.html
News	CBC Business	http://www.cbc.ca/news/business/
Resource	Opportunities New Brunswick	https://onbcanada.ca/
Resource	Canadian Federation of Independent Business	http://www.cfib-fcei.ca/english/index.html
Resource	Information and Communications Technology Council	www.ictc-ctic.ca
Resource	Job Bank of Canada quizzes to assess learning styles, work values and work abilities	http://www.jobsetc.gc.ca/toolbox/quizzes/quizzes_home.do?lang=e
Resource	Junior Achievement	http://www.jacan.org/
Resource	Open for business	http://www.entrepreneurshipcentre.ca/
Resource	Young Entrepreneur Development Initiative (YEDI)	http://www.acoa-apeca.gc.ca/English/publications/FactSheetsAndBrochures/Pages/YoungEntrepreneurDevelopmentInitiative(YEDI).aspx
TV Show	Dragon's Den	http://www.cbc.ca/dragonsden/
TV Show	Marketplace	http://www.cbc.ca/marketplace/
Video	Eat That Frog – Time Management	http://www.eatthatfrogmovie.com

Description	Item	Website
Video	Top Documentary Films	http://topdocumentaryfilms.com
Video	Caine's Cardboard Arcade (students can create a cardboard arcade)	http://www.youtube.com/watch?v=falFNkdq96U

Curriculum Outcomes

The specific curriculum outcomes (SCOs) are listed under each of the three General Curriculum Outcomes (GCOs). “Know” and “Do” statements, directly following each specific outcome, will assist the teacher to assess the knowledge and skill level of the students in order to target instruction and intervene appropriately. Also, these “Know” and “Do” statements will assist and guide teachers when deciding which resources and learning activities to use when addressing SCOs.

G.C.O. 1.0 Students demonstrate entrepreneurial concept	Knowledge "Know"	Skill "Do"	Resources and Activity Suggestions
	Students will know	Students will be able to	Below is a list of resources or Activity Suggestions that can help students Know and Do each SCO
1.1 Students will assess how personal attributes influence the success of a venture	<ul style="list-style-type: none"> How to identify, assess and articulate skills, interests, values and personality traits in the context of career decision-making 	<ul style="list-style-type: none"> Execute an interview with an entrepreneur to determine the critical attributes of a successful entrepreneur Develop career information retrieval, research and decision-making skills, using a variety of sources including the Internet and interviews 	<ul style="list-style-type: none"> Short video profiles of Maritime Entrepreneurs (8 to 10 minutes) Participate in focused online interviews with entrepreneurs Students will develop 10 relevant questions to ask a local entrepreneur and present findings to the class Simulate the activities of an entrepreneur for a week including work and personal activities

G.C.O. 1.0 Students demonstrate entrepreneurial concept	Knowledge "Know"	Skill "Do"	Resources and Activity Suggestions
	Students will know	Students will be able to	Below is a list of resources or Activity Suggestions that can help students Know and Do each SCO
1.2 Students will prioritize the attributes associated with successful entrepreneurs	<ul style="list-style-type: none"> The behaviours and attitudes necessary to become a successful entrepreneur Individuals who possess the attributes to be a successful entrepreneur 	<ul style="list-style-type: none"> Assess themselves to determine what attitudes and behaviours they possess Demonstrate an understanding of the concept of personal transferable skills 	<ul style="list-style-type: none"> Students will compile a profile of the personal transferrable skills entrepreneurs require Students participate in Jung, Myers-Briggs or similar personality trait assessments Students can explore their work abilities, learning styles and work value on the government of Canada Job Bank site: http://www.jobsetc.gc.ca/toolbox/quizzes/quizzes_home.do?lang=e Have students analyze why a business was successful. Could use the TV shows Dragon's Den or Shark Tank as a resource

G.C.O. 1.0 Students demonstrate entrepreneurial concept	Knowledge “Know”	Skill “Do”	Resources and Activity Suggestions
	Students will know	Students will be able to	Below is a list of resources or Activity Suggestions that can help students Know and Do each SCO
1.3 Students will identify opportunities in New Brunswick and beyond	<ul style="list-style-type: none"> The available work opportunities within small businesses in New Brunswick New Brunswick businesses that conduct business on the global market and their impact Organizations in New Brunswick that can assist with business development 	<ul style="list-style-type: none"> Profile a provincial entrepreneur Profile an international entrepreneur and compare their business practices with the local entrepreneur profiled. Appendix A – Website Design Evaluation Rubric 	<ul style="list-style-type: none"> Chapter 1 – The Concept: What Business Will I Be In? Pages 7 to 9 Students could contact Canadian Federation of Independent Business (CFIB) for a listing of entrepreneurs Examine and evaluate New Brunswick business websites Examine and evaluate Canadian business websites Students can explore Opportunities New Brunswick’s site
1.4 Students will identify alternative ways to start a business	<ul style="list-style-type: none"> The pros and cons of purchasing an existing business, acquiring a franchise and taking over the family business. 	<ul style="list-style-type: none"> Appendix B – Franchise Assignment 	<ul style="list-style-type: none"> Chapter 6 – The Purchase Alternative: How Do I Buy (Or Buy Into) an Existing Business? Pages 170 to 199 Chapter 7 – The Franchise Alternative: How Do I Buy a Franchise? Pages 200 to 220 Chapter 8 – The Family Firm Alternative: How Do I Take Over My Family’s Business? Pages 221 to 246

G.C.O. 1.0 Students demonstrate entrepreneurial concept	Knowledge "Know"	Skill "Do"	Resources and Activity Suggestions
	Students will know	Students will be able to	Below is a list of resources or Activity Suggestions that can help students Know and Do each SCO
1.5 Students will classify types of innovation, distinguishing the difference between idea and opportunity	<ul style="list-style-type: none"> The difference between idea vs. opportunity The difference between an innovation and an invention How to obtain a patent or copy write on a product or idea 	<ul style="list-style-type: none"> Develop an innovative business idea and presentation in the form of a business plan 	<ul style="list-style-type: none"> Chapter 1 – The Concept: What Business Will I Be In? Pages 29 to 39 Innovation challenge with YEDI Refer to 2.6
1.6 Students will generate a potential venture concept connecting entrepreneurship and the environment	<ul style="list-style-type: none"> How to recognize environmental business opportunities New Brunswick businesses that engage in environmentally friendly ventures 	<ul style="list-style-type: none"> Assess if environmentally friendly business have a positive impact on earnings 	<ul style="list-style-type: none"> Waste Management Project Students will identify one environmental issue in their community
1.7 Students will know the importance and roles of business in community	<ul style="list-style-type: none"> The benefits of business in the local community. Economic impact of a local business closing 	<ul style="list-style-type: none"> Assess the economic and social impact of business in their local community 	<ul style="list-style-type: none"> Chapter 11 – Developing Entrepreneurship: How Can I Build and Apply My Skills? Pages 320 to 321 Local Chamber of Commerce Students profile a local business and detail the economic benefits (employees) and social benefits such as involvement and volunteering in the community

G.C.O. 1.0 Students demonstrate entrepreneurial concept	Knowledge "Know"	Skill "Do"	Resources and Activity Suggestions
	Students will know	Students will be able to	Below is a list of resources or Activity Suggestions that can help students Know and Do each SCO
1.8 Students will assess the importance of Information Technology in business	<ul style="list-style-type: none"> • How to define the aspects of information technology in the following areas: <ul style="list-style-type: none"> ○ Marketing and Sales ○ Finance ○ Record keeping ○ Communication ○ Production 	<ul style="list-style-type: none"> • Examine and explain how information technology supports business activities both internally and externally • Use knowledge of basic business activities to describe how businesses may evolve and change over time, and explain the role that IT may have in supporting these changes 	<ul style="list-style-type: none"> • Information and Communications Technology Council: www.ictc-ctic.ca • Students compare how products and services were accessed before the internet was common business practice • Students compare how target markets are reached currently versus 10 years ago

G.C.O.2.0 Students initiate improvements through the implementation of a venture	Knowledge "Know"	Skill "Do"	Resources and Activity Suggestions
2.1 Students will learn to create and maintain a business network to support a business and solve problem	<ul style="list-style-type: none"> • Networking is an essential skill for entrepreneurs • The importance of creating and maintain business relationships 	<ul style="list-style-type: none"> • Appendix C: Icebreaker activities <ul style="list-style-type: none"> ○ Create a positive group atmosphere ○ Help people to "think outside the box" ○ Help people to get to know one another 	<p>Below is a list of resources or Activity Suggestions that can help students Know and Do each SCO.</p> <ul style="list-style-type: none"> • Short video profiles of Maritime Entrepreneurs (8 to 10 minutes) <ul style="list-style-type: none"> • Chapter 4 – Operations: How Will I Organize The Work? Pages 79 to 106 • http://www.cfib-fcei.ca • Make Your Contacts Count: Networking Know-how for Business And Career Success by Anne Baber and Lynne Waymon
2.2 Students will present a venture concept, demonstrating adequate/accepted research methods (rubric required)	<ul style="list-style-type: none"> • How to function effectively as a member of a team to facilitate the collective achievement of a designated task 	<ul style="list-style-type: none"> • Appendix D - Cookie Craze 	<ul style="list-style-type: none"> • Appendix E – Team Work Rubric
2.3 Students will act and perform ethically when developing and implementing ventures	<ul style="list-style-type: none"> • As an entrepreneur becomes successful, their influence assumes greater responsibility for ethical leadership • The following definitions: <ul style="list-style-type: none"> ○ Morality ○ Ethics ○ Fair Trade ○ Ethical Trade ○ Green Business 	<p>Research ethical case studies</p>	<ul style="list-style-type: none"> • Chapter 11 – Developing Entrepreneurship: How Can I Build and Apply My Skills? Pages 318 to 321

G.C.O.2.0 Students initiate improvements through the implementation of a venture	Knowledge "Know"	Skill "Do"	Resources and Activity Suggestions
	Students will know	Students will be able to	Below is a list of resources or Activity Suggestions that can help students Know and Do each SCO.
2.4 Students will apply team work skills and define the difference between leadership and management	<ul style="list-style-type: none"> • How entrepreneurs manage themselves and others: <ul style="list-style-type: none"> ○ Planning Goals and Objectives ○ Dividing Tasks ○ Leadership: Accomplishing More ○ Getting Paid 	<ul style="list-style-type: none"> • Develop a management plan for a previously created business venture • Read a business case study, assign positions in the company. (a rationale must be provided to indicate why the position is a good fit for the student's skill set and personality), and formulate solutions through role 	<ul style="list-style-type: none"> • Chapter 4 – Operations: How Will I Organize The Work? Pages 94 to 99
2.5 Students will meet deadlines, exercise time management and capitalizing on skills of classmates	<ul style="list-style-type: none"> • How to manage their personal, business and/or school time • How to construct a Business Plan 	<ul style="list-style-type: none"> • Create a distribution of time in a personal log after watching "Eat That Frog" video • Develop a plan for starting a business • Create a project plan with timelines to implement an entrepreneurial market 	<ul style="list-style-type: none"> • Chapter 11 – Developing Entrepreneurship: How Can I Build and Apply My Skills? Pages 321 to 326 • Eat That Frog – Time Management Video http://www.eatthatfrogmovie.com
2.6 Students will compose and employ peer assessment criteria to evaluate group work	<ul style="list-style-type: none"> • The key elements of team work and team contribution 	<ul style="list-style-type: none"> • Evaluate the Business Venture 	<ul style="list-style-type: none"> • Appendix E – Team Work Rubric

G.C.O. 3.0 – Students develop a business plan for a venture	Knowledge “Know”	Skill “Do”	Resources and Activity Suggestions
	Students will know	Students will be able to	Below is a list of resources or Activity Suggestions that can help students Know and Do each SCO. <ul style="list-style-type: none">Short video profiles of Maritime Entrepreneurs (8 to 10 minutes)
3.1 Students will implement a mini venture(s)	<ul style="list-style-type: none"> The key elements of a business plan How to implement a mini venture themes such as: <ul style="list-style-type: none"> Cookie Craze project (Appendix D) Environmental impact project Hospitality and Tourism Trades Current Fad Technology or Creative Arts Personal Interest 	<ul style="list-style-type: none"> Implement a Business Plan for a mini venture Option 1 Contact their local YEDI (Young Entrepreneur Development Initiative) officer to encourage students to think about venture ideas. Entrepreneurial Market is recommended for each class/school around the Province. http://www.acoa-apec.ca/eng/publications/FactSheetsAndBrochures/Pages/YoungEntrepreneurDevelopmentInitiative(YEDI).aspx 	<ul style="list-style-type: none"> Chapter 1 – The Concept: What Business Will I Be In? (The Business Plan) Pages 19 to 22 Chapter 5 – Finances: How Will I Manage the Money? (Pippa’s Patty ‘N Pie Sample Business Plan) Pages 147 to 168 Junior Achievement Young Entrepreneur Development Initiative Open for Business in Campbellton, NB http://www.entrepreneurshipcentre.ca Community Development Business Council Local Enterprise organizations (e.g. Enterprise Greater Moncton - http://www.greatermoncton.org/en)

G.C.O. 3.0 – Students develop a business plan for a venture	Knowledge “Know”	Skill “Do”	Resources and Activity Suggestions
	Students will know	Students will be able to	Below is a list of resources or Activity Suggestions that can help students Know and Do each SCO. <ul style="list-style-type: none">Short video profiles of Maritime Entrepreneurs (8 to 10 minutes)
3.2 Students develop and communicate a mission statement for their venture	<ul style="list-style-type: none"> The difference between a Mission statement and a vision for a venture The elements of a mission statement 	<ul style="list-style-type: none"> Create their own mission statement 	<ul style="list-style-type: none"> Students compare mission statements of profit and non – profit ventures before writing their own mission statement for their venture
3.3 Students develop an Executive Summary and Management strategy	<ul style="list-style-type: none"> The elements of an Executive Summary and the purpose of the Executive Summary Different management strategies for different types of ventures 	<ul style="list-style-type: none"> Write an Executive summary for their venture Choose a management strategy that would fit their type of ventures 	<ul style="list-style-type: none"> Chapter 1 – The Concept: What Business Will I Be In? Page 19 How to Write a Compelling Executive Summary video http://www.youtube.com/watch?v=gLAZpFKRgUg Students examine executive summaries of sample business plans Students prepare a report on different types of ventures and management strategies that can be used in each

G.C.O. 3.0 – Students develop a business plan for a venture	Knowledge “Know”	Skill “Do”	Resources and Activity Suggestions
	Students will know	Students will be able to	Below is a list of resources or Activity Suggestions that can help students Know and Do each SCO. <ul style="list-style-type: none">Short video profiles of Maritime Entrepreneurs (8 to 10 minutes)
3.4 Students conduct market research, analyze the data and apply it to the business plan	<ul style="list-style-type: none"> The reason for conducting market research Difference between primary and secondary research The needs and wants of their target market 	<ul style="list-style-type: none"> Identify the target market for their venture Develop presentations using a process approach and strategy for development and delivery. Develop a product or service that meets the needs of the target market 	<ul style="list-style-type: none"> Chapter 2 – Feasibility: How Do I Know It Will Work? Page 31 Chapter 3 – Marketing: How Will I Get Customers? Pages 53 to 78 Government of Canada – Government services for entrepreneurs http://www.canadabusiness.ca/eng/guide/2126/ Students create a survey based on their product/service Students communicate their survey results in their business plan in the form of a visual such as a pie chart

G.C.O. 3.0 – Students develop a business plan for a venture	Knowledge “Know”	Skill “Do”	Resources and Activity Suggestions
	Students will know	Students will be able to	Below is a list of resources or Activity Suggestions that can help students Know and Do each SCO. <ul style="list-style-type: none">Short video profiles of Maritime Entrepreneurs (8 to 10 minutes)
3.5 Students develop an Operational Plan and Production Process	<ul style="list-style-type: none"> The importance of an Operational Plan and Production Process to their venture Types of planning 	<ul style="list-style-type: none"> Identify the short term goals and objectives of their venture 	<ul style="list-style-type: none"> Chapter 4 – Operations: How Will I Organize The Work? Pages 79 to 106 Government of Canada – operation management http://www.canadabusiness.ca/eng/87/911/ Have students create an operation plan production process for the first year of their venture pertaining to their goals and objectives
3.6 Students create a financial plan and sales projection.	<ul style="list-style-type: none"> The fundamentals of a financial plan and its’ importance in determining the profitability of their venture 	<ul style="list-style-type: none"> Review financial statements of other ventures and determine their profitability Use target market data to project sales Create a financial plan for their venture 	<ul style="list-style-type: none"> Chapter 5 – Finances: How Will I Manage the Money? Pages 107 to 130 Managing your finances - http://www.canadabusiness.ca/eng/82/151/ Students research the costs of their product/service Students use cost data to determine a unit price of product/service to project sales

G.C.O. 3.0 – Students develop a business plan for a venture	Knowledge “Know”	Skill “Do”	Resources and Activity Suggestions
	Students will know	Students will be able to	Below is a list of resources or Activity Suggestions that can help students Know and Do each SCO. <ul style="list-style-type: none">Short video profiles of Maritime Entrepreneurs (8 to 10 minutes)
3.7 Students identify potential source, and an understanding of how to access funding for a venture	<ul style="list-style-type: none"> The need for funding The various types of funding such as government grants and loans, and bank loans. 	<ul style="list-style-type: none"> Determine which type of funding source is most beneficial to their venture Prepare the information needed to access funding 	<ul style="list-style-type: none"> Chapter 5 – Finances: How Will I Manage the Money? Pages 124 to 130 Grants and finances - http://www.canadabusiness.ca/eng/82/ Students research potential funding options. Have local small business agencies such as the Centre for Business Development present funding information and the ways to access this funding

G.C.O. 3.0 – Students develop a business plan for a venture	Knowledge “Know”	Skill “Do”	Resources and Activity Suggestions
	Students will know	Students will be able to	Below is a list of resources or Activity Suggestions that can help students Know and Do each SCO. <ul style="list-style-type: none">Short video profiles of Maritime Entrepreneurs (8 to 10 minutes)
<p>3.8 Students recognize and identify legal implications in starting and operating a business</p>	<ul style="list-style-type: none"> Laws that pertain to their specific type of venture Legal obligations to their customers and government departments such as the Canadian Food Inspection Agency 	<ul style="list-style-type: none"> Create and operate their venture within the legal perimeters pertaining to the delivery of their product/service 	<ul style="list-style-type: none"> Chapter 1 – The Concept: What Business Will I Be In? Pages 12 to 14 Chapter 2 – Feasibility: How Do I Know It Will Work? Pages 40 to 46 Chapter 2 – Feasibility: How Do I Know It Will Work? (Feasibility Study) Page 47 to 52 Regulations, permits and licenses http://www.canadabusiness.ca/eng/126/ Students contact various agencies such as Canadian Food Inspection Agency and Revenue Canada for specific laws that pertain to their type of business

G.C.O. 3.0 – Students develop a business plan for a venture	Knowledge “Know”	Skill “Do”	Resources and Activity Suggestions
	Students will know	Students will be able to	<p>Below is a list of resources or Activity Suggestions that can help students Know and Do each SCO.</p> <ul style="list-style-type: none"> • Short video profiles of Maritime Entrepreneurs (8 to 10 minutes)
<p>3.9 Students will implement a business plan to satisfy customer demands</p>	<ul style="list-style-type: none"> • How to identify a demand within their local area or school • How to create a survey and interpret data to make the right business decision 	<ul style="list-style-type: none"> • Participate in simulated Work Experience Activities that support their current career objective • Practice and demonstrate the skills, attitudes, and behaviours necessary for employment 	<ul style="list-style-type: none"> • Chapter 2 – Feasibility: How Do I Know It Will Work? Pages 23 to 53 • Business Planning - http://www.canadabusiness.ca/eng/86/ • Students operate a venture or simulated business, applying professional, technical and business skills as necessary

Appendix A

Website Design Evaluation Rubric

An effective business website should provide an overview of a company, introduce potential customers to its goods and services and provide the resources they need to learn more if they are interested.

Evaluating a business website involves first identifying the purpose of the site, and then determining how successfully it achieves its aims.

Imagine you are a customer seeing the business website for the first time. Ask yourself if the following applies.

	No	Somewhat	Yes
Homepage and Business Information			
Is the background information of the company provided?	0	1	2
Is the homepage attractive and easy to navigate?	0	1	2
Can you easily find the customer contact information?	0	1	2
Are customer reviews available?	0	1	2
Is the return policy available?	0	1	2
Does the website provide the functionality to select the country you are shipping to?	0	1	2
Is free shipping available?	0	1	2
Is corporate social responsibility ¹ shared on their website?	0	1	2
Layout and Design			
Are the images appropriate to the site?	0	1	2
Is the look of the website consistent from page to page?	0	1	2
Is the download speed of each page acceptable?	0	1	2
Does the website provide a View All option for products/services?	0	1	2
You are not required to sign into the website to start browsing?	0	1	2

¹ A company's sense of responsibility towards the community and environment (both ecological and social) in which it operates.

Appendix B

Franchise Assignment



Topic	Value
1. Select a franchise to purchase from the following website ▲ http://www.cfa.ca/MemberListing.aspx	1
2. What products or services does the company sell? Provide a detailed description of the company.	3
3. Why is the franchise a good fit for you? Provide at least four reasons.	4
4. Where is the franchise's head office?	1
5. How many franchise units are there in Canada? How many are in the US?	2
6. When was the franchise established?	1
7. How much is the franchise fee?	1
8. How much capital is required to start the franchise?	1
9. Is training provided by the franchisor?	1
10. Are there available territories in Canada? If so, where?	1
11. When did the franchise become a CFA member?	1
12. Who founded or started the franchise?	1
13. Why are the products and services so popular? What sets the franchise apart from its competitors?	2
14. Is there a franchise location in Moncton? If so, name the location(s).	1
15. Where would you set up the franchise? Why?	2
16. Wow factor. Be creative when presenting the answers to your project.	2
<i>Total</i>	25

Use <http://www.cfa.ca/MemberListing.aspx>
to obtain some of the answers to the above questions.

Appendix C

Ice Breaker Activities

1. **Human Bingo** – this game can be played on a bingo card or in a list. Each square or item on the list is something about one of the teens in the group. The players must find that teen and ask him or her to sign the square or by the item on the list. The first person to get a Bingo or complete the list wins a candy bar.
2. **Interviews** – each teen interviews the teen seated next to him or her for five minutes and then introduces the teen to the group. Give out a list of interview questions or let the teens be creative in their interviews.
3. **Zobmondo** – would you rather game. Gross and funny questions to ask teens for ice breakers or games. A sample question is *Would you rather write I am an idiot ten thousand times without stopping OR suck 75 thick milkshakes through a skinny straw without resting?*
4. **Two Truths and a Lie** – in turn, teens each tell two true things and one false thing about themselves. The group tries to guess which one is the lie.
5. **Famous pairs** – tape names of famous pairs and couples on the teens' backs. They have to find the teen that completes their pair by asking each other yes and no questions.

Appendix D

Cookie Craze Assignment

- *Cookie Craze*

- Write down your favorite dessert
- Write down the three most important ingredients
- In your groups you will:
 - Share your ingredients
 - Use these to innovate a new cookie or square
 - Your new product must be useful and wanted



- *Components*

- Develop a product name and full written description
- Provide labelled cross sectional 3D sample
- Develop packaging
- Complete advertising campaign

- *Marking*

- | | |
|-----------------|----------------------|
| ▪ Originality | ▪ Seriousness |
| ▪ Creativity | ▪ Appearance |
| ▪ Participation | ▪ Ability to sell |
| ▪ Completeness | ▪ Final Written Copy |

- *Report Page*

- | | |
|----------------------------|--------------------------------------|
| ▪ Product Name | ▪ Risks – 1 to 4 |
| ▪ Primary Goal | ▪ Individual Roles |
| ▪ Secondary Goals – 1 to 4 | ▪ Student Names and Responsibilities |

- ***Cookie Review/Reflection***

- What does 'JUST DO IT' mean to entrepreneurs?
- What skills/attitudes did you use?
- Why is teamwork an important component?
- How did this assignment allow greater control of learning?
- What is the advantage of this type of learning to future entrepreneurs?
- Identify any positive member contributions.
- What improvements could you make given the chance?
- Why is Review/Reflection important?
- State a venture idea that could arise from your new innovation?

Assignment created by Morley Denton a Riverview High School teacher.

Appendix E

Team Work Rubric

Participation	<ul style="list-style-type: none"> Group agrees on a clear definition of all tasks. All members take an active role. Team engages in follow-up activities to monitor progress. 	<ul style="list-style-type: none"> Tasks are defined informally and most but not all members understand them. Most members contribute. Follow-up is sporadic 	<ul style="list-style-type: none"> Tasks are undefined. Few members participate or project completed by one person. There is no follow-up
Role Definition	<ul style="list-style-type: none"> Every member's role is defined and understood by all. Each member can explain the role of others. 	<ul style="list-style-type: none"> Roles are defined informally and may not be understood by all. Some members may not be able to describe the role of all other members. 	<ul style="list-style-type: none"> There is little understanding of who does what.
Collective Decision-Making	<ul style="list-style-type: none"> Clear procedures for making decisions are established and documented. Decisions, process and member participation are all documented and acknowledged. 	<ul style="list-style-type: none"> Decision-making is done informally leading to inconsistency in implementation and failure to involve all group members. 	<ul style="list-style-type: none"> Due to lack of decision-making process, decisions are made by individuals and do not reflect the thinking or desires of the group.
Team Member Support	<ul style="list-style-type: none"> All team members are treated with respect. All members listen to and acknowledge all ideas presented by other members. All members feel free to ask questions or for help from the other members. 	<ul style="list-style-type: none"> There is a general atmosphere of respect for team members but some members may not be heard as much. Acknowledgements are sporadic. Not all members feel comfortable asking questions or for help from other group members. 	<ul style="list-style-type: none"> The team atmosphere is competitive and individualistic rather than cooperative and supportive.
Communication Skills	<ul style="list-style-type: none"> Effectively exchanged ideas. Used brainstorming for creative solutions to issues. Had group buy-in and commitment to a common goal. Effectively planned a course of action. 	<ul style="list-style-type: none"> Exchanged ideas but with some difficulty. Used brainstorming to a limited degree. Had commitment to a common goal by most members. Team had a small degree of difficulty planning a course of action. 	<ul style="list-style-type: none"> Failed to exchange ideas. Did not use brainstorming. Had difficulty getting a commitment to a common goal. Team had difficulty planning a course of action at all.

Quality of Work	<ul style="list-style-type: none"> Professional Appearance. On Time. Thorough. Exceeded the requirements of the assignment. 	<ul style="list-style-type: none"> Less professional in appearance. Not timely. Needed more content. Met minimum requirements of the assignment. 	<ul style="list-style-type: none"> Messy w/spelling errors, etc. Not completed prior to group presentation or after other deadline. Incomplete.
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Appendix F

Project-based Learning Rubric (sample)

Score Levels	Content	Conventions	Organization	Presentation
4	<ul style="list-style-type: none"> Is well thought out and supports the solution to the challenge or question Reflects application of critical thinking Has clear goal that is related to the topic Variety of sources Is accurate 	<ul style="list-style-type: none"> No spelling, grammatical, or punctuation errors High-level use of vocabulary and word choice 	<ul style="list-style-type: none"> Information is clearly focused in an organized and thoughtful manner. Information is constructed in a logical pattern to support the solution. 	<ul style="list-style-type: none"> Multimedia is used to clarify and illustrate the main points. Format enhances the content. Presentation captures audience attention. Presentation is organized and well laid out.
3	<ul style="list-style-type: none"> Is well thought out and supports the solution Has application of critical thinking that is apparent Has clear goal that is related to the topic Is pulled from several sources Is accurate 	<ul style="list-style-type: none"> Few (1 to 3) spelling, grammatical, or punctuation errors Good use of vocabulary and word choice 	<ul style="list-style-type: none"> Information supports the solution to the challenge or question. 	<ul style="list-style-type: none"> Multimedia is used to illustrate the main points. Format is appropriate for the content. Presentation captures audience attention. Presentation is well organized.

Score Levels	Content	Conventions	Organization	Presentation
2	<ul style="list-style-type: none"> Supports the solution Has application of critical thinking that is apparent Has no clear goal Is pulled from a limited number of sources Has some factual errors or inconsistencies 	<ul style="list-style-type: none"> Minimal (3 to 5) spelling, grammatical, or punctuation errors Low-level use of vocabulary and word choice 	<ul style="list-style-type: none"> Project has a focus but might stray from it at times. Information appears to have a pattern, but the pattern is not consistently carried out in the project. Information loosely supports the solution. 	<ul style="list-style-type: none"> Multimedia loosely illustrates the main points. Format does not suit the content. Presentation does not capture audience attention. Presentation is loosely organized.
1	<ul style="list-style-type: none"> Provides inconsistent information for solution Has no apparent application of critical thinking Has no clear goal Few sources Has significant factual errors, misconceptions, or misinterpretations 	<ul style="list-style-type: none"> More than 5 spelling, grammatical, or punctuation errors Poor use of vocabulary and word choice 	<ul style="list-style-type: none"> Content is unfocused and haphazard. Information does not support the solution to the challenge or question. Information has no apparent pattern. 	<ul style="list-style-type: none"> Presentation appears sloppy and/or unfinished. Multimedia is overused or underused. Format does not enhance content. Presentation has no clear organization.

Planning for All Learners: Universal Design for Learning

Planning for All Learners
Universal Design for Learning (UDL)

Guidelines

Social and Emotional Learning

Provincial Implementation

Universal Design for Learning

Am I...

- Getting to know my (ability) abilities, individual needs and learning styles?
- Planning ahead to design instructional approaches that reach the greatest number of students?
- Modifying strategies I expect students to use?
- Providing examples of quality work for students to see what they can work toward?
- Using formative assessment strategies to continually check for learning and guide instruction?
- Accepting multiple ways for my students to demonstrate their learning?
- Providing specific feedback to each of my students?
- Increasing independence of all of my students?
- Recording observations of student learning?
- Trying new instructional practices that embrace universal design for learning?
- Continuing to learn more about differentiated instruction and universal design?

What is essential for some is good for all!

Are my students...

- Intellectually engaged in the classroom learning?
- Setting goals to identify personal learning targets?
- Using graphic organizers and other processing strategies to comprehend information?
- Monitoring their progress and determining next steps in their learning?
- Persistent in keeping with a learning task even when it challenges them?
- Able to explain what they are learning and why it is important?

Quick Links

There's a lot to see on cast.org but look closely at the learning tools section: www.cast.org/learningtools

Teacher videos demonstrating UDL in practice are here: <http://www.governors.house.ny.gov/departments/1212/videobank/1212.shtml>

Look at the social-emotional part of the 3-block model of UDL: www.provincteachers.ca/Block-one-social-emotional-learning.html

Check out the "Our Teachers" section of SET-BC to see a description of the teacher leadership happening! www.setbc.org

The New Brunswick model for Universal Design for Learning references three main sources: the UDL Guidelines from CAST, which outline clear principles to follow when planning for instruction and assessment in your classroom; the social and emotional learning component from

	Outcomes/Goals To provide optimal challenge	Instructional Materials To ensure equal access	Teaching Methods To provide effective instruction	Assessment Methods To accurately measure progress
Representation	Describe objectives in ways that are clear and specific	Provide options in the way information is presented	Provide options for building knowledge	Use assessments that accurately measure knowledge development
Key Concept Present ideas and information in multiple ways The Neuroscience Recognition networks Goal Knowledge building	<ul style="list-style-type: none"> When reviewing outcomes and establishing goals, begin by making a list of the knowledge and skills you want your students to achieve Differentiate between broadly-stated goals and specific learning outcomes Goals should be SMART: Specific, Measurable, Achievable, Relevant and Time-bound Consider a wide range of abilities, backgrounds, and experiences of your students when designing activities and assignments Develop a class outline that clearly states expectations, due dates, and learning outcomes 	<ul style="list-style-type: none"> Present information in multiple formats including text, graphics, audio, and video Make handouts and materials available well in advance of classes as a related class activity Post class overview/topic outline (not necessarily complete notes) prior to class, which students can use as a framework for note taking Create a glossary of terms for your class and link to it from the content pages on your class page/wiki Develop a FAQ list for students Design electronic materials to be accessible to a wide range of users and display technologies. Structure materials for easy information access Create an electronic archive of course materials for student reference Adopt instructional technologies that help achieve learning opportunities Provide digital equivalents of all handout handouts 	<ul style="list-style-type: none"> Whenever possible, tie new concepts to prior knowledge Provide structure to the material, highlight key concepts and explain how they relate to course objectives Learning is more than a spectator sport. Make it active and participatory Start each class with an outline of material to be covered and conclude each session with a summary of key points Use technology to increase and enhance learning opportunities (e.g., clickers, Smartboards, etc.) Represent key concepts graphically as well as verbally Adopt a "learning-centered" approach to teaching. Structure classes so that students take on multiple roles: facilitator, recorder, presenter, etc. Make learning relevant. Draw on real-life examples whenever possible 	<ul style="list-style-type: none"> Develop assessments directly from the outcomes Consider alternatives to traditional quizzes and tests Provide instructions for assignments both verbally and in writing Monitor the effectiveness of instruction (e.g., quick surveys, exit slips, etc.) Provide clear expectations and feedback Ahead of assessment time, create rubrics with students with a set of examples of what constitutes quality work For writing assignments, allow for drafts and revisions; consider using peer review
Action and Expression	Describe objectives in ways that are measurable and achievable	Provide options for students to express what they know	Provide options for building skills	Use assessments that measure skill development
Key Concept Provide students with multiple ways to express their comprehension and mastery of a topic The Neuroscience Executive networks Goal Skill building	<ul style="list-style-type: none"> Set goals that guide instruction and assessment Define expectations at the beginning of the class so that support services can be arranged if needed Communicate high expectations for all students, while expressing your willingness to provide flexibility in how learning is presented 	<ul style="list-style-type: none"> Accept alternative project formats: oral presentations, videos, newspaper articles, photo essays, radio documentaries, community research, web publications, etc. Adopt instructional technologies that increase communication and allow for alternate modes of expression Provide ample time for online assignments to allow for technical difficulties Require students to find and rate web resources using criteria you've established 	<ul style="list-style-type: none"> Emphasize time on task. Create assignments that require students to practice reviewing and applying information. Brain research confirms the adage practice makes perfect Allow students to grasp material in their preferred learning style and at their own pace Help students determine how they learn through examining multiple intelligences and learning styles Begin each class with an essential question that you will address throughout the class. Have students answer the question at the end of the class Capture students' attention to pique their interest in the topic Allow students to work in pairs or small groups 	<ul style="list-style-type: none"> Allow students to submit assignments electronically, as appropriate Include stages where self and peer assessment provide ongoing feedback prior to the teacher evaluating Give prompt, ongoing formative feedback to support learning as students prepare work prior to formal evaluation
Engagement	Describe objectives that motivate students to learn	Provide options in the ways students can interact with instructional materials	Provide options for building motivation and engagement	Use assessments that accurately measure emotional development
Key Concept Tap into students' interests, challenge them appropriately, and motivate them to learn The Neuroscience Affective networks Goal Attitude building	<ul style="list-style-type: none"> Become familiar with student resources at your school, including the EST team, Assistive Technology Guidance and other supports Invite students (both in writing and aloud) to speak to you if they have learning challenges Consider the career goals, personal interests, and values of students Consider student diversity - age, gender, culture, language, and ability - when writing objectives 	<ul style="list-style-type: none"> Ensure that examples and content used in class are relevant to people of diverse backgrounds and experiences Use online discussion groups to extend contact time and set standards for quality Consider recording classes and posting them as a podcast Provide captioning or transcripts for videos Check for ancillary electronic materials (CD-ROM and web content) to accompany your textbook/classroom resources Make a detailed course outline available for students to view on the first day of the class/course 	<ul style="list-style-type: none"> Create a welcoming class environment; greet students as they enter Encourage greater cooperative and collaboration between students Use technology to increase class communication (clickers, online discussion forums, etc.) Create some "energy" during class (e.g., humor, anticipation, suspense) to increase attention and recall Illustrate abstract concepts with concrete examples. Point to real-life examples from your own experiences and your students Invite guest speakers to share their perspectives on the topic. At hand use technology to connect them with students via an online discussion Share your enthusiasm for the topic by citing personal experience, research results, related news, etc. Offer flexible time when students can meet with you 	<ul style="list-style-type: none"> When applicable, have students explore the meaning and value of their learning experiences to themselves and to society For experiential learning activities, explore growth in the affective domain through reflection activities Have students relate new concepts and information to their own lives and the lives of those around them Give prompt, ongoing and instructive feedback to support learning and self-assessment

Use Theory to Application - Several steps for learning about the use of technology in the classroom.

Portal address - https://portal.nbed.nb.ca/pd/Reading/UDL_PD/default.aspx