École Windsor Secondary

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Entrepreneurship 12

Day 2, Period 5
Teacher: Mr. Gill
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Room E503

COURSE DESCRIPTION

Entrepreneurship 12, a part of the Business Education curriculum, will focus on entrepreneurship at the personal, social, national, and global levels that affect everyone and everything from the price of goods and values and characteristics of successful entrepreneurs and maintaining financials. This course will discuss business strategies and theories that we will put into practice through project-based assessments. Students gain an introductory understanding of Entrepreneurship that they can use to continue their academic studies or begin their own companies.

BIG IDEAS

Big Ideas are the key understandings that students will achieve by the end of the course. These Big Ideas cover the following concepts: Self-Awareness, Collaboration, Career Awareness, and Career Planning. Students will explore and understand the following Big Ideas throughout the Economics 12 course:

Design for the life cycle includes consideration of social and **environmental impacts**.	Services and products can be designed through consultation and collaboration.	Tools and **technologies** can be adapted for specific purposes.

CORE COMPETENCIES

Core Competency is a skill that all learners need to have to be successful in all aspects of their life. In the British Columbia curriculum there are 3 core competencies: Communication, Thinking, and Personal and Social. Throughout the Entrepreneurship 12 course, students will focus on one of these competencies in each unit.

CURRICULAR COMPETENCIES

Students will have opportunities to try and succeed in the following…
Applied Design
- Conduct user-centred research to understand opportunities and barriers
- Establish a point of view for a chosen design opportunity
- Identify potential users, intended impact, and possible unintended negative consequences

- Make decisions about premises and constraints that define the design space
- Identify and analyze gaps to explore possibilities for innovation
- Take creative risks
- Generate ideas and enhance others' ideas to create a range of possibilities, and prioritize the possibilities for prototyping
- Critically analyze how competing social, ethical, and sustainability factors impact designed solutions to meet global needs for preferred futures
- Work with users throughout the design process
- Identify, critique, and use a variety of sources of inspiration and information
- Choose an appropriate form and level of detail for prototyping
- Plan procedures for prototyping multiple ideas
- Analyze the design for the life cycle and evaluate its impacts
- Construct prototypes, making changes to tools, materials, and procedures as needed
- Record iterations of prototyping
- Obtain and evaluate critical feedback from multiple sources, both initially and over time
- Develop an appropriate test of the prototype
- Based on feedback received and evaluated, make changes to product and/or service plan or processes as needed
- Identify tools, technologies, materials, processes, cost implications, and time needed for development and implementation
- Use project management processes when working individually or collaboratively to coordinate or create processes or products
- Share progress to increase opportunities for feedback, collaboration, and, if applicable, marketing
- Decide on how and with whom to share or promote their product or service, their creativity, and, if applicable, their intellectual property
- Critically reflect on their design thinking and processes, and identify new design goals, including how they or others might build on their concept
- Critically evaluate their ability to work effectively, both individually and collaboratively
- Evaluate safety issues for themselves, co-workers, and users in both physical and digital environments
- Identify and critically assess skills needed related to the project(s) or design interests, and develop specific plans to learn or refine skills over time
- Evaluate and apply a framework for problem solving

<u>Applied Skills</u>
- Evaluate safety issues for themselves, co-workers, and users in both physical and digital environments
- Identify and critically assess skills needed related to the project(s) or design interests, and develop specific plans to learn or refine skills over time
- Evaluate and apply a framework for problem solving

Applied Technologies

- Explore existing, new, and emerging tools, technologies, and systems to further support facts and findings
- Evaluate impacts, including unintended negative consequences, of choices made about technology use
- Analyze the role and personal, interpersonal, social, and environmental impacts of technologies in societal change
- Examine and analyze how cultural beliefs, values, and ethical positions affect the economics of the development and use of technologies on a national and global level

CONTENT

Students will have opportunities to learn and know the following:

- recognition of entrepreneurial opportunities
- types of business ventures and social entrepreneurship
- factors that can promote innovation and entrepreneurial success, including networking, product/service knowledge, and market analysis
- characteristics of the global market and local economic trends
- components of starting a small business, including registration and financial considerations
- ways to protect intellectual property
- design for the life cycle
- interpersonal and presentation skills to promote products and/or services and to interact with clients
- emerging career options for young entrepreneurs
- ethics of cultural appropriation and plagiarism

ASSESSMENT / EVALUATION:

Assignments and Assessment of student performance will include some or all of the following strategies:

Daily participation in class activities - Participation in classroom discussions - Research skills - Quizzes & Tests – In-class presentations - Creativity - Critical Thinking - Application of knowledge - Cumulative Projects - Homework checks - Teacher observations - Self & peer assessment

POLICIES AND PROCEDURES:

- The "I" (Incomplete) symbol is used to alert students and parents that the student is not demonstrating minimally acceptable performance in relation to expected learning outcomes. Students will be informed of an "I" by either an Interim Report mailed home or an "I" on a report card.
- Students are expected to demonstrate ethical (academic honesty), responsible, and thoughtful behavior.

ATTENDANCE

- Students absent from class are solely responsible for obtaining and completing any missed work and contacting the office and teacher.
- Refer to the School District 44 'Attendance Matters' document found on the NVSD Home Page

PRINT STUDENT NAME: _____

STUDENT SIGNATURE: _____

PRINT PARENT/GUARDIAN NAME: _____

PARENT/GUARDIAN SIGNATURE: _____