North Vancouver Online Learning

Course Plan: Entrepreneurship 12
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COURSE DESCRIPTION:

Entrepreneurship 12 is designed to empower students by providing them with strong communication skills and an understanding and appreciation of Entrepreneurship. Entrepreneurship refers to the process of creating a new enterprise and bearing any of its risks, with the view of making the profit. It is an act of seeking investment and production opportunity, developing, and managing a business venture, so as to undertake production function, arranging inputs like land, labour, material and capital, introducing new techniques and products, identifying new sources for the enterprise.

This course is primarily project based, with learning guides to help you study the material and reinforce learning.

For the complete Ministry curriculum document for Entrepreneurship 12 please go to
https://curriculum.gov.bc.ca/curriculum/adst/12/entrepreneurship

BIG IDEAS:

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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:

A Core Competency is a skill that all learners need to have to be successful in all aspects of their life. There are 3 core competencies: Communication (Communicating & Collaborating), Thinking (Critical

Thinking, Creative and Reflective Thinking), Personal (Personal Awareness and Responsibility, Social Awareness and Responsibility and Positive Personal and Cultural Identity).
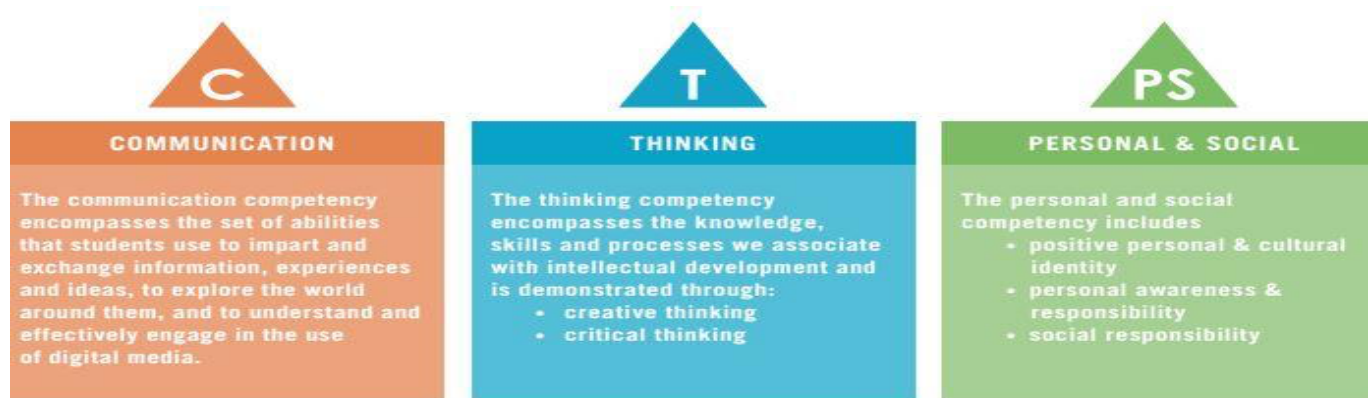
COURSE EXPECTATIONS:

- The self-paced nature of this course requires that students manage their time effectively to complete the course by the deadline (typically a year from the date of registration). Successful students make a weekly schedule to plan out the completion of the course.

- Students must read all the information and attempt all activities in the course to be successful in the course.

- Students must take care that their communication with the teacher and with other students through email, Moodle message, or in person, is course related, clear and respectful.

- Students must take care that their work is their own and not plagiarized from any other source. This includes previous work submitted for another course, other people's assignments, Web or other resources etc.

LEARNING STANDARDS: Curricular Competencies

Students are expected to be able to do the following:

Applied Design

Understanding context
- Conduct **user-centred research** to understand opportunities and barriers

Defining
- 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

Ideating

- 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

Prototyping

- 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

Testing

- 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

Making

- 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

Sharing

- 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

Applied Skills

- 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 and evaluate their suitability for design and production interests
- 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

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Introduction Assignment - Social Entrepreneur - A social entrepreneur identifies a problem with a social or community focus, a concern for quality of life, or concern for our entire planet's health.

The Assignment **will cover the following Learning Outcomes (Curricular Competencies)**

Ideating

- Identify and analyze gaps to explore possibilities for innovation
- Critically analyze how competing social, ethical, and sustainability factors impact designed solutions to meet global needs for preferred futures

Applied Technologies
- Analyze the role and personal, interpersonal, social, and environmental impacts of technologies in societal change.
- Examine how cultural beliefs, values, and ethical positions affect the development and use of technologies on a national and global level.

These are 2 of the 7 learning outcomes in the course curriculum, which comprises 29% of the course Learning Outcomes/Activities. (2/7= 29%)

LEARNING STANDARDS: Course Content

Students are expected to know the following:

- definitions, frameworks, and interpretations of social justice
- self-identity and an individual's relationship to others
- social justice issues
- social injustices in Canada and the world affecting individuals, groups, and society

- governmental and non-governmental organizations
in issues of social justice and injustice
- processes, methods, and approaches individuals, groups, and institutions use to promote social justice

UNIT OVERVIEWS AND LEARNING ACTIVITIES:

Unit 1 – Vision and Goals

Unit 1 is an exploration of what is to be an entrepreneur. Entrepreneurs have many different talents and focus on a variety of different areas, taking advantage of many opportunities for entrepreneurial ventures.

Big Idea: Services and products can be designed through consultation and collaboration.

Core Competency: *Thinking*

First Peoples Principle of Learning: Learning requires exploration of one's identity.

Unit 2 – Society and Ethics

Unit 2 is broken down into three sections on how to be a socially and ethically responsible entrepreneur.

Big Idea - Services and products can be designed through consultation and collaboration.

Core Competency: *Thinking*

First Peoples Principle of Learning: Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships and a sense of place).

Unit 3 - Opportunity

Creativity, innovation, and invention are key concepts for entrepreneurs. Fostering creativity and innovation will add essential tools for entrepreneur's toolkits. In this unit students learn about a few practical tools that can in efforts to create and innovate.

Big Idea: Tools and **technologies** can be adapted for specific purposes.

Core Competency: *Thinking*

First Peoples Principle of Learning: Learning recognizes the role of indigenous knowledge.

Unit 4 – Problem Solving

Entrepreneurs often visualize an opportunity gap, a gap between what exists and what could exist. Entrepreneurial problem solving is the process of using innovation and creative solutions to close that gap by resolving societal, business, or technological problems.

Big Idea: Design for the life cycle includes consideration of social and **environmental impacts**.

Core Competency: *Thinking*

First Peoples Principle of Learning: Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships and a sense of place.

Unit 5 - Business Plans

Writing a business plan is an important step in helping your company launch, grow, and thrive. Business plans provide vision and a clear strategy. They're also critical for businesses seeking funding.

Big Idea: Design for the life cycle includes consideration of social and **environmental impacts**.

Core Competency: *Thinking*

First Peoples Principle of Learning: Learning involves recognizing the consequences of one's actions.

Unit 6 - Final Project

Writing a business plan… A business pitch presentation to an investor or group of investors with the goal to secure resources and funding necessary to move forward with a business plan or to continue with an already established business or venture.

Big Idea: Design for the life cycle includes consideration of social and **environmental impacts**.

Core Competency: *Thinking*

First Peoples Principle of Learning: Learning involves recognizing the consequences of one's actions.

STUDENT LEARNING ACTIVITIES AND STRATEGIES:

- Course readings
- Quizzes
- Interactive activities
- Reflective writing
- Assignments may include:

- Essay/multi-paragraph writing
- Paragraph writing
- Verbal speeches/marketing ideas
- Projects using a variety of technology
- Podcasts, digital recordings
- Presentations using a variety of tools (PowerPoint, Prezi etc)

ASSESSMENT:

The course will include many formative assessment opportunities where students will receive teacher feedback and also have the opportunity to incorporate self-reflection and self-assessment tools. The formative tasks are designed to help students correct, hone, and improve on their work before being assessed. After each full submission of work, the teacher will provide feedback based on criteria and performance standards that can then be incorporated into the final summative assignment. Summative assessment will take place after extensive formative assessment and be used on final performance tasks and tests throughout each unit. This course will be using specific rubrics for different tasks and students will have access to these rubrics before submission of the assignments. The North Vancouver Curriculum Hub Principles of Assessment - http://nvsd44curriculumhub.ca/assessment/

Formative:

- Teacher – student conferences (online or in person) to discuss drafts and progress
- Online quizzes to check for completion and understanding of lessons.

Summative:

- Assignments and projects – written feedback, rubric assessment and grade
- Final performance task – written feedback, rubric assessment and grade
- Tests to check for comprehension, analysis, and synthesis of course learning

EVALUATION:

Based on performance standards and criteria as outlined in each assignment:

Learning Guides	10%
Assignments	10%
Quizzes	15%
Projects	35%
Final Project	30%

RESOURCES:

Resources for readings and assignments are listed in the instructions of each lesson. These include websites maintained by government and non-profit organizations, as well as individuals. Students need access to a computer with Internet capabilities. Throughout the course, students will have the choice to engage with a variety of applications and online digital tools. The DL Centre is available for students who do not have computer access at home or who would like to meet with the teacher for academic and tech support.