

Level of Instruction

Senior High

Curriculum Overview:

Entrepreneurship 3209 introduces students to the role of business and entrepreneurship in society. The course begins with an examination of foundational business and economic concepts. Students will gain an understanding of these concepts as well as a vocabulary and framework to discuss entrepreneurial opportunities. Students will look at the characteristics of successful entrepreneurs and successful businesses. They will also engage in the process of venture opportunity identification and evaluation.

To create a deeper understanding of the entrepreneurial process, students will identify a potential venture opportunity and develop a marketing plan.

In addition to entrepreneurship in business, students will also examine social entrepreneurship. That is, they will identify social issues and look at how these issues can be addressed by applying entrepreneurial solutions. They will research a social issue and apply entrepreneurial skills and knowledge to create a solution to ameliorate the issue.

Authorized Learning Resources:

Foundation for the Atlantic Canada Social Studies Curriculum
Entrepreneurship 3209 Curriculum Guide
The World of Business – Newfoundland and Labrador Edition – Student Text
The World of Business – Newfoundland and Labrador Edition – Teacher Resource
The World of Business – DVD Package
Y Enterprise Workbook

Themes/Topics and Percentage of Instructional Time:

Unit 1: Business and the Marketplace (40%)

Unit 2: Entrepreneurship and New Ventures (25%)

Unit 3: Creating a Venture (25%)

Unit 4: Social Entrepreneurship (10%)

Note: *Integrated Concepts and Processes are throughout the four units; see pacing guidelines and table of specifications on pages 28-29 in the curriculum guide.*

Assessment:

Assessment in this course is governed by the Assessment and Evaluation Policy of the former Eastern School District.

http://www.esdnl.ca/about/policies/esd/I_IL.pdf

<http://www.esdnl.ca/aboutesd/policies/regulations.jsp?cat=I&code=IL>

Note:

1. All evidence of learning shall be considered when determining a student's final grade. Averaging shall not be used as a sole indicator of a student's level of attainment of the course outcomes.
2. Homework and student behaviour (except where specified in Provincial documents) shall not be given a value for assessment.
3. To ensure student achievement of the outcomes, teachers are expected to use a variety of assessments from the following internal data sources:

Formal and informal observations (anecdotal records, checklists, etc.)
Written Responses (learning logs, journals, blogs, etc.)
Projects (Long and short term)
Research (brochures, flyers, posters, essays, graphic organizers)
Student presentations (seminars, speeches, debates, discussions)
Peer assessments
Self assessments (exit and entrance cards, learning inventories, yes/no activities, learning contracts)
Conferencing (questioning, ongoing records, checklists, etc.)
Digital Evidence (web page, blog, PowerPoint, Prezi, interactive white board)
Portfolios
Individual and group participation (demonstrations, interviews, questioning, role play, drama)
Work samples (investigations, learning logs, journals, blogs, etc.)
Tests and quizzes

Assessment and Evaluation Plan:

Tests and Quizzes	20%
Entrepreneurship Portfolio*	20%
Project 1(Individual)	10%
Project 2 (Group)	15%
Venture Marketing Plan	25%
Social Entrepreneurship Project	10%

** Portfolio – See page 93 in Provincial Curriculum Guide for details regarding the portfolio. Portfolio will include news articles analyses, journal entries, responses to case studies, classroom activities, specific performances indicator activities, responses to field trips and/or guest speakers.*

Resource Links:

Entrepreneurship 3209 Curriculum Guide

http://www.ed.gov.nl.ca/edu/k12/curriculum/guides/economiced/Ent_3209-2011_Interim.pdf

Professional Learning Site

<http://www.k12pl.nl.ca/social-studies/entrepreneurship3209.html>

Foundation Document

<http://www.ed.gov.nl.ca/edu/k12/curriculum/documents/socialstudies/social.pdf>