

Ontario eSecondary School Course Outline – Open BEP20: Launching and Leading a Business, Grade 10.



**Ontario eSecondary School
Course Outline
2024-2025**

Ministry of Education Course Title: Launching and Leading a Business	
Ministry Course Code: BEP20	
Course Type: Open	
Grade: 10	
Credit Value: 1.0	
Prerequisite(s): None	
Department: Business	
Course developed by: Vitaliy Bilous	Date: January 1st, 2025
Length: One Semester	Hours: 110
This course has been developed based on the following Ministry documents: <ol style="list-style-type: none">1. <i>The Ontario Curriculum, Grades 9 and 10: Business Studies, (2024)</i>2. <i>Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools (2010)</i>3. <i>Learning for All (2013)</i>	

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COURSE DESCRIPTION/RATIONALE

This course introduces students to the world of business and what is required to be successful, ethical, and responsible in today's economy. Students will develop the knowledge and skills needed to be an entrepreneur who knows how to respond to local and global market opportunities. Throughout the course, students will explore and understand the responsibility of managing different functions of a business. This includes accounting, marketing, information and communication technology, financial management, human resources, and production.

OVERALL CURRICULUM EXPECTATIONS

A. Business Leadership, Project Management and Connections

By the end of this course, students will:

- A1. demonstrate an understanding of various business leadership styles and use a project management process when performing business-related tasks
- A2. 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
- A3. analyze how business skills and knowledge can be applied in other subject areas and in a variety of careers
- A4. describe how entrepreneurs contribute to social, economic, and environmental progress, and analyze challenges that they face, identifying ways to address these challenges

B. Economic Foundations

By the end of this course, students will:

- B1. demonstrate an understanding of how businesses respond to market forces, including supply and demand, and the needs and wants of consumers
- B2. demonstrate an understanding of the competitive market environment in Canada and the ways in which economic systems, trade relationships, and governments influence it
- B3. demonstrate an understanding of the various types of businesses that compose Canada's economy, and analyze the effect of their activity and innovation on communities and domestic and global economies

C. The Entrepreneurial Mindset; Designing, Refining, and Pitching an Idea

By the end of this course, students will:

- C1. develop, refine, and pitch an entrepreneurial idea by using design, problem solving, and pitch processes as well as an entrepreneurial mindset
- C2. identify and plan the various components necessary for their entrepreneurial venture's development, and evaluate the feasibility of their venture throughout the planning process
- C3. launch an entrepreneurial venture by identifying funding opportunities and sales strategies that will help them to achieve their goals and key performance indicators

D. Business Functions

By the end of this course, students will:

- D1. demonstrate an understanding of the processes involved in producing a product or delivering a service, and develop a process for producing their product or delivering their service, identifying ways to improve the process overall
- D2. demonstrate an understanding of the "three Cs" (company, customer, and competition) and the "four Ps" (product, price, place, and promotion), including how different strategies can be used in different markets

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- D3. demonstrate an understanding of the role and importance of accounting to the entrepreneurial process and to the development and growth of a small business
- D4. demonstrate an understanding of the role of management in supporting a team of employees, including a manager’s ethical, moral, and legal responsibilities and considerations

COURSE CONTENT

<i>Unit</i>	<i>Length</i>
Unit 1: Making Business Happen	25 hours
Unit 2: Marketplace Economics	20 hours
Unit 3: Starting a Business	20 hours
Unit 4: Running a Business	20 hours
Culminating Project	25 hours
	Total: 110 hrs.

UNIT DESCRIPTIONS

Unit 1 - Students will understand various business leadership styles and apply project management processes to business tasks. Use digital technologies responsibly, ensuring online safety and data security while completing business projects. Recognize how business skills and knowledge can be applied across subjects and careers. Explore how entrepreneurs contribute to social, economic, and environmental progress, while identifying challenges they face and strategies to overcome them.

Unit 2 – Students will understand how businesses respond to market forces like supply, demand, and consumer needs, while navigating Canada's competitive market environment influenced by economic systems, trade relationships, and government policies. Recognize the diverse types of businesses in Canada's economy and analyze their impact on communities and both domestic and global economies through their activities and innovations.

Unit 3 – Students will apply an entrepreneurial mindset to create, refine, and pitch a business idea, including a prototype, using design and problem-solving techniques. They will identify essential components for their venture, such as key performance indicators, target market, competition, logistics, budget, and branding. Additionally, students will launch their venture by securing supports like funding opportunities and using ethical sales strategies and accessible customer service to meet their goals.

Unit 4 - Students will explore production and delivery processes by outlining their own approach for creating a product or delivering a service and evaluating how businesses improve efficiency, safety, ethics, and sustainability. They will apply marketing concepts, including the "three Cs" (company, customer, competition) and the "four Ps" (product, price, place, promotion), by creating a marketing mix and mission statement, and analyzing how businesses tailor strategies for target markets. Additionally, students will learn the importance of accounting by tracking cash flow, analyzing financial statements, and assessing a business’s financial health. Finally, they will examine the role of management in supporting employees, emphasizing ethical, moral, and legal responsibilities.

TEACHING AND LEARNING STRATEGIES

In this course, students will experience the following activities.

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Business

Cases are summaries of real-life situations wherein students relate theories and concepts towards understanding a real-world context. This helps students to understand the application and use of knowledge.

Articles are examples of concepts and theories being discussed in the public realm and with respect to current events. They are snapshots not only of why theories/concepts/applications are relevant but also provide a window into the broader context of subject matter knowledge and understanding. Students learn through reading and analysis that the subject matter is deeply related to, and intertwined with, society and the diverse perspectives of lived experience.

Readings are an opportunity for students to gain insight from a variety of texts online and further develop literacy skills. Students may print out the reading material to use it to highlight, take notes, and have with them when a computer is not available.

Practice problems provide students with a scenario/problem to solve by applying concepts and skills learned in a context. This helps students to understand the relevance of their learning.

Oral presentations in an online environment are opportunities for students to present live or record presentations, expressing their ideas and understanding orally.

Market Research is an opportunity to conduct and combine primary and secondary research to better understand business issues, problems, ideas, and questions (e.g. comparing brands). Primary research involves the active participation of the student as a researcher conducting the inquiry (e.g. formulating a problem/question, gathering evidence, analyzing the evidence, and forming conclusions). Secondary research involves the summary or synthesis of data and literature that has been organized and published by others.

ASSESSMENT, EVALUATION, AND REPORTING

Assessment: The process of gathering information that accurately reflects how well a student is achieving the identified curriculum expectations. Teachers provide students with descriptive feedback that guides their efforts towards improved performance. These assessments are not for marks.

- In assessment for learning (AFL), teachers provide students with descriptive feedback and coaching for improvement.
- In assessment as learning (AAL), teachers help students develop their capacity to be independent, autonomous learners who are able to set individual goals, monitor their own progress, determine next steps, and reflect on their thinking and learning.

Evaluation: Assessment of Learning (AOL) focuses on evaluation which is the process of making a judgement about the quality of student work based on established criteria over a limited, reasonable period of time.

Reporting: Involves communicating student achievement of the curriculum expectations and Learning Skills and Work Habits in the form of marks and comments as determined by the teacher's use of professional judgement.

STRATEGIES FOR ASSESSMENT

Assessment practices can nurture students' sense of progress and competency and information instruction. Many diagnostic tools, e.g. checklists, are used at regular intervals throughout the units to encourage students' understanding of their current status as learners and to provide frequent and timely reviews of their progress. Assessment of student acquisition of learning skills also occurs regularly through unobtrusive teacher observation and conferencing.

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Teachers are encouraged to share goals with students early in the course and to connect unit learning experiences frequently and explicitly with big ideas, overall expectations, and performance tasks. The teacher is encouraged to involve students in the discussion, modification, or creation of rubrics, and teach students to use rubrics as a learning tool.

ASSESSMENT ACTIVITIES

- Discussion forums
- Individual conference meetings
- Diagnostic tests and writing tasks
- Completed templates and graphic organizers
- Video assignment
- Oral presentations & active listening
- Short answer questions
- Research projects and reports
- Design projects and reports
- End of unit conversations (Google Meets)

EVALUATION

The final grade will be determined as follows:

- 70% of the grade will be based on evaluation conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration will be given to more recent evidence of achievement.
- 30% of the grade will be based on a final evaluation administered at the end of the course. This evaluation will be based on evidence from a final project and final exam, both comprehensive of the course. The final evaluation is an opportunity for the student to demonstrate comprehensive achievement of the overall expectations for the course.

(Growing Success: Assessment, Evaluation and Reporting in Ontario Schools. Ontario Ministry of Education Publication, 2010 p.41)

Weight	
Course Work	70
Knowledge/Understanding (K)	17.5
Thinking/Inquiry (T)	17.5
Communication (C)	17.5
Application (A)	17.5
Final	30
Culminating Project (7.5K, 7.5T, 7.5C, 7.5A)	30

TERM WORK EVALUATIONS (70%)

Evaluation Item	Description	Category	Weight
Unit 1: Challenge #1 CSR Audit	Students will perform a social audit on an industry. They will be required to choose a for-profit corporation and evaluate the organization's social performance based on independent research.	K, T, C, A	10%

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Unit 1: Challenge #2 assignment – Movie Leadership Analysis	Students will select a major character from a movie of their choice and present him/her to the class as a study in leadership. The presentation, which is to be oral and 10-15 minutes in length, should be their analysis and summary backed up or highlighted by video clips from the movie.	K, T, C, A	10%
Unit 2: Challenge #3 assignment – Successful Canadian Businesses	Students will research and create a presentation about a successful Canadian business, exploring its history, key achievements, and contributions to the economy and society.	K, T, C, A	10%
Unit 2: Challenge #4 assignment – Market Failures Infographics	Students will research the causes and effects of market failures and create an infographic that visually explains these concepts in a concise and engaging way.	K, T, C, A	10%
Midpoint of the course			
Unit 3: Challenge #5 assignment – Launching and Leading an Entrepreneurial Venture	Students will design, plan, and present a detailed strategy for launching an entrepreneurial venture. They will demonstrate their understanding of goal setting, key performance indicators (KPIs), leadership, and operational management.	K, T, C, A	10%
Unit 4: Challenge #6 assignment – Management Scenario Presentation	Students will play a role of a team leader in a fictional organization (school, club, business, or volunteer group). Students will be tasked with addressing a scenario that involves problem-solving and collaboration. Their goal is to role-play a virtual meeting with a teacher acting as a supervisor, presenting their analysis, plan, and communication skills.	K, T, C, A	10%
Unit 4: Challenge #7 assignment – Role of Manager	Students will research and write a detailed report on the role of a manager in a business, focusing on leadership responsibilities, decision-making, and ethical, moral, and legal considerations. Students will use credible sources to support their findings and include examples of management practices in real-world businesses.	K, T, C, A	10%

FINAL EVALUATIONS (30%)

Evaluation Item	Description	Category	Weight
Final Project	A comprehensive project, covering all overall curriculum expectations for the course.	K, T, C, A	30

AAL/AFL/AOL TRACKING SHEET

Unit 1: Making Business Happen

AAL	AFL	AOL
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Classification of Business #1 Discussion Forum Classification of Business #2 Discussion Forum	Needs vs Wants Activity	Challenge #1 CSR Audit
Types of Business Ownership Activity	Interdependence Activity	Challenge #2 Movie Leadership Analysis
Ethical Dilemmas Discussion Forum	Demand and Supply Worksheet	
Failing Organizations Discussion Forum	Gadgets Article Activity	
Leadership Situations (Starter)	How Great Leaders Inspire Action	
How Safe Are You Activity	Leadership Styles Worksheet	
Can You Keep It Private	Unit 1: Teacher Check-In	
Unit 1: Learning Log		

Unit 2: Marketplace Economics

AAL	AFL	AOL
The Happy Secret to Better Work Activity	Factors of Production Activity	Challenge #3 Successful Canadian Businesses
Market Structure Activity	Case Study - Market Forces in Action Activity	Challenge #4 Market Failures Infographics
Carbon Pricing and Price Fixing Activities	Successful Canadian Businesses Activity	
Reflection and Connection Activity	Case Study - Government Response to Market Failures	
Unit 2: Learning Log	Unit 2: Teacher Check-In	

Unit 3: Starting a Business

AAL	AFL	AOL
Entrepreneurial Mindset Activity	Business Plan Draft	Challenge #5 Launching and Leading an Entrepreneurial Venture
Starting a business discussion forum	Biz Kid\$ - crash course on starting a business activity	
Mountain Equipment Co-op reading activity	Brainstorm Your Entrepreneurial Idea Activity	
Key Terms Match-up activity	Design a Prototype Activity	
Plan a Mini-Project Activity	Build Your Brand Activity	
Research Entrepreneurial Support	Create Your Pitch Activity	
Unit 3: Learning Log	Unit 3: Teacher Check-In	

Unit 4: Running a Business

AAL	AFL	AOL
Map Your Own Process Activity	Develop Your Marketing Strategy Activity	Challenge #6 Management Scenarios Presentation
Develop Your Value Proposition Activity	Accounting in Action Activity	Challenge #7 Role of a Manager

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Write Your Own Mission Statement Discussion Forum	Role-Playing Management Scenarios	
Create a Non-Financial Report Outline Activity	Role-Playing HR Scenarios	
Unit 4: Learning Log	Unit 4: Teacher Check-In	

Cumulative Assessments

AAL	AFL	AOL
		Culminating Project Business Presentation

CONSIDERATION FOR PROGRAM PLANNING

PLANNING PROGRAMS FOR STUDENTS WITH SPECIAL EDUCATION NEEDS

Classroom teachers are the key educators of students who have special education needs. They have a responsibility to help all students learn, and they work collaboratively with special education teachers, where appropriate, to achieve this goal. Special Education Transformation: The Report of the Co-Chairs with the Recommendations of the Working Table on Special Education, 2006 endorses a set of beliefs that should guide program planning for students with special education needs in all disciplines. Those beliefs are as follows: All students can succeed. Universal design and differentiated instruction are effective and interconnected means of meeting the learning or productivity needs of any group of students. Successful instructional practices are founded on evidence-based research, tempered by experience.

PROGRAM CONSIDERATIONS FOR ENGLISH LANGUAGE LEARNERS

Ontario schools have some of the most multilingual student populations in the world. The first language of approximately 20 percent of the students in Ontario's English language schools is a language other than English. Ontario's linguistic heritage includes several Aboriginal languages; many African, Asian, and European languages; and some varieties of English, such as Jamaican Creole. Many English language learners were born in Canada and raised in families and communities in which languages other than English were spoken, or in which the variety of English spoken differed significantly from the English of Ontario classrooms. Other English language learners arrive in Ontario as newcomers from other countries; they may have experience of highly sophisticated educational systems, or they may have come from regions where access to formal schooling was limited. When they start school in Ontario, many of these students are entering a new linguistic and cultural environment.

THE ROLE OF TECHNOLOGY IN THE PROGRAM

Information and communications technologies (ICT) provide a range of tools that can significantly extend and enrich teachers' instructional strategies and support students' language learning. ICT tools include multimedia resources, databases, Internet websites, digital cameras, and word-processing programs. Tools such as these can help students to collect, organize, and sort the data they gather and to write, edit, and present reports on their findings. Information and communications technologies can also be used to connect students to other schools, at home and abroad, and to bring the global community into the local classroom. Whenever appropriate, therefore, students should be encouraged to use ICT to support and communicate their learning.

ACCOMMODATIONS

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Accommodations will be based on meeting with parents, teachers, administration and external educational assessment reports. The following three types of accommodations may be provided:

- Instructional accommodations:** such as changes in teaching strategies, including styles of presentation, methods of organization, or use of technology and multimedia.
- Assessment accommodations:** such as allowing additional time to complete tests or assignments or permitting oral responses to test questions.

Other examples of modifications and aids, which may be used in this course, are:

- Provide step-by-step instructions.
- Help students create organizers for planning writing tasks.
- Allow students to report verbally to a scribe (teacher/ student) who can help in note taking.
- Permit students a range of options for reading and writing tasks.
- Where an activity requires reading, provide it in advance.
- Provide opportunities for enrichment.