



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

Ministry of Education Course Title: Building the Entrepreneurial Mindset	
Ministry Course Code: BEM10	
Course Type: Open	
Grade: 9	
Credit Value: 1.0	
Prerequisite(s): None	
Department: Business	
Course developed by: Vitaliy Bilous	Date: September 2024
Length: One Semester	Hours: 110
<p>This course has been developed based on the following Ministry documents:</p> <ol style="list-style-type: none"> 1. The Ontario Curriculum, Grades 9 and 10: Business Studies, (2024) 2. Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools (2010) 3. Learning for All (2013) 	

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COURSE DESCRIPTION/RATIONALE

In this course, students will learn what makes an entrepreneur thrive and the skills required to succeed in today's business environment. Students will begin to develop their own entrepreneurial mindset, and learn why it's important to take initiative, adapt to change, find creative solutions, and understand the financial considerations of entrepreneurship. This hands-on course will use business software and applications to help students plan and develop their entrepreneurial ideas and learn how to present them to a target audience. Throughout the course, students will enhance their communications skills as well as develop and refine their project management skills, including goal setting, time management, and networking.

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. The Entrepreneurial Mindset

By the end of this course, students will:

- B1. demonstrate an understanding of the mindset necessary to succeed as an entrepreneur, and describe how the experiences of various entrepreneurs led them to innovate and start new businesses
- B2. use a design process to identify how to meet various market needs and opportunities, and select and develop an entrepreneurial idea to pursue
- B3. use a problem-solving process to assess and refine their entrepreneurial idea, considering its social, economic, environmental, and ethical impacts
- B4. use a pitch process to effectively communicate their entrepreneurial idea to various audiences for the purpose of gathering support for a potential entrepreneurial venture

C. Business Communications

By the end of this course, students will:

- C1. generate and develop ideas for a variety of business texts, including digital and media texts, and research, synthesize, and organize the ideas and information
- C2. create a variety of draft business texts, including digital and media texts, using clear language as well as appropriate business terminology, text forms, design elements, and digital tools and techniques
- C3. publish and present final business texts in an accessible format, including digital and media texts, using appropriate digital and oral presentation tools and technique.

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COURSE CONTENT

<i>Unit</i>	<i>Length</i>
<i>Unit 1: Business Leadership, Project Management and Connections</i>	30 hours
Unit 2: The Entrepreneurial Mindset	30 hours
Unit 3: Business Communications	30 hours
Culminating Project	20 hours
	Total: 110 hrs

UNIT DESCRIPTIONS

Unit 1 - In the first unit students will demonstrate an understanding of various business leadership styles and show how to use business related digital technologies in an online safe environment. They will also examine how entrepreneurial business skills and knowledge can contribute to economic and environmental progress while facing and addressing challenges.

Unit 2 - In the second unit students will demonstrate an understanding of the mindset necessary to succeed as an entrepreneur and describe how the experiences of various entrepreneurs led them to innovate and become successful. This will include generating ideas for a new product; creating a prototype and developing a pitch to communicate and sell their entrepreneurial idea.

Unit 3 - In the last unit focuses on learning about the presentation software to create and deliver effective business presentations. You will use a hands-on approach to applying technology for design. Presentation design will be applied utilizing Google slides. Lastly, web design will be utilized within Wix exploring effective use of desktop publishing software to create business publications.

TEACHING AND LEARNING STRATEGIES

In this course, students will experience the following activities.

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.

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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.

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)

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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 assignment – Career Exploration	Students will use the Internet to research one of the above IT careers, and then using Google Docs to type up their findings from their chosen topic (see below for details).	T, C, A	20
Unit 1: Challenge #2 assignment – Risk	Students will be creating a video using PowToon for one of the topics: ethics; internet safety; cyberbullying; viruses	K, T, C, A	
Unit 2: Challenge #3 assignment – Build a Business	Students will participate in several activities that will teach them a step-by-step procedure in creating a business plan. The activities are designed to be used as a process to work towards a market day where you will in theory make and sell products to an audience.	K, T, C, A	20
Unit 2: Challenge #4 assignment – Deck Pitch Design	Students will use a graphic design tool called Canva to create a pitch deck presentation for your investor (your teacher). They will have to book a virtual meeting with their teacher so that they can present the pitch deck for about 8-10 min,	K, T, C, A	
Unit 3: Challenge #5 assignment – My	Students will use fundamental Google Slides skills to create your business plan. Their plan should have all the important features that were covered in this unit:	T, C, A	

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Business Plan Presentation	images, hyperlinked buttons, narration and sound effects.		30
Unit 3: Challenge #6 assignment – Business Owner digital Portfolio	Students will prepare a portfolio that will describe them as owners of their chosen company. They will be required to use Wix.com to help them create their portfolio.	K, T, C	
Unit 3: Challenge #7 assignment – My Business Advertisement Publication	Students will prepare an advertising campaign for a product/service that they created in Unit 2. They will be required to use Wix.com to help them create the advertisement.	K, T, C, A	

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: Business Leadership, Project Management and Connections

AAL	AFL	AOL
Situational Leadership Case Studies discussion forum	Risk Management Escape Room activity	Challenge #1 assignment - IT Career Exploration Project
Risk Management – Multiple Choice quiz	Reduce the Risk activity	Challenge #2 assignment - Risk Project
Types of Files that you use discussion forum	Applied Digital Skills: Organize Files in Drive assignment	
Practice document assignment	Google Docs Scavenger Hunt assignment	
Indent Marker assignment	Applied Digital Skills: Searching for a part-time or Summer Job	
Spreadsheet Practice assignment	E-waster Article and Questions	
Cells Practice assignment	Unit 1: Teacher Check-In	
Cells Practice #2 assignment		
Unit 1: Learning Log		

Unit 2: The Entrepreneurial Mindset

AAL	AFL	AOL
Are you born to be an entrepreneur?	Research an entrepreneur activity	Challenge #3 assignment – Build a Business
Commercial Businesses discussion forum	Business Ownership Structure activity	Challenge #4 assignment – Deck Pitch Design
Unique Business Ideas discussion forum	The Impact of Sanctions on Entrepreneurs	
A Social Entrepreneur activity	Budget assignment	
Unit 2: Learning Log	Unit 2: Teacher Check-In	

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Unit 3: Business Communications

AAL	AFL	AOL
Thank You Presentation assignment	Practice Presentations assignment	Challenge #5 assignment – My Business Plan Presentation
Speech Bubble presentation	Volunteer Presentation assignment	Challenge #6 assignment – Business Owner Digital Portfolio
Unit 3: Learning Log	Animation Presentation	Challenge #7 assignment – My Business Advertisement Publication
	Unit 3: 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

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classroom. Whenever appropriate, therefore, students should be encouraged to use ICT to support and communicate their learning.

ACCOMMODATIONS

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.