

BUSINESS EDUCATION 8 TO 10



BRITISH
COLUMBIA

Ministry of Education,
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Integrated Resource Package 1997

IRP 055

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This Integrated Resource Package (IRP) provides basic information teachers will require in order to implement the Business Education 8 to 10 curriculum. The information contained in this IRP is also available via the Ministry web site:

<http://www.bced.gov.bc.ca/irp/irp.htm> .

The following paragraphs provide brief descriptions about each section of the IRP.

THE INTRODUCTION

The Introduction provides general information about IRP Name K to 12, including special features and requirements. It also provides a rationale for teaching Business Education 8 to 10 in BC schools.

BUSINESS EDUCATION 8 TO 10 CURRICULUM

The provincially prescribed curriculum for Business Education 8 to 10 is structured in terms of *curriculum organizers*. The main body of this IRP consists of four columns of information

for each organizer. These columns describe:

- provincially prescribed learning outcome statements
- suggested instructional strategies for achieving the outcomes
- suggested assessment strategies for determining how well students are achieving the outcomes
- provincially recommended learning resources

Prescribed Learning Outcomes

Learning outcome statements are content standards for the provincial education system. Prescribed learning outcomes set out the knowledge, enduring ideas, issues,

concepts, skills, and attitudes for each subject. They are statements of what students are expected to know and be able to do in each grade. Learning outcomes are clearly stated and expressed in observable terms. All learning outcomes complete the stem: “It is expected that students will. . . .”.

Outcome statements have been written to enable teachers to use their experience and professional judgment when planning and evaluating. The outcomes are benchmarks that will permit the use of criterion-referenced performance standards. It is expected that actual student performance will vary. Evaluation, reporting, and student placement with respect to these outcomes depend on the professional judgment of teachers, guided by provincial policy.

Suggested Instructional Strategies

Instruction involves the use of techniques, activities, and methods that can be employed to meet diverse student needs and to deliver the prescribed curriculum. Teachers are free to adapt the suggested instructional strategies or substitute others that will enable their students to achieve the prescribed learning outcomes. These strategies have been developed by specialist and generalist teachers to assist their colleagues; they are suggestions only.

Suggested Assessment Strategies

The assessment strategies suggest a variety of ways to gather information about student performance. Some assessment strategies relate to specific activities; others are general. These strategies have been developed by specialist and generalist teachers to assist their colleagues; they are suggestions only.

Provincially Recommended Learning Resources

Provincially recommended learning resources are materials that have been reviewed and evaluated by BC educators in collaboration with the Ministry of Education according to a stringent set of criteria. These resources are organized as Grade Collections. A Grade Collection is the format used to organize the provincially recommended learning resources by grade and by curriculum organizer. It can be regarded as a ‘starter set’ of basic resources to deliver the curriculum. These resources are typically materials suitable for student use, but they may also include information primarily intended for teachers. Teachers and school districts are encouraged to select those resources that they find most relevant and useful for their students, and to supplement these with locally approved materials and resources to meet specific local needs.

The recommended resources listed in the main body (fourth column) of this IRP are those that either present comprehensive coverage of the learning outcomes of the particular curriculum organizer or provide unique support to specific topics. Further information about these recommended learning resources is found in Appendix B.

THE APPENDICES

A series of appendices provides additional information about the curriculum, and further support for the teacher.

- *Appendix A* lists the curriculum organizers and the prescribed learning outcomes for each grade for the curriculum.
- *Appendix B* consists of general information on learning resources as well as Grade Collection organizational charts and annotations for the provincially recommended resources. New resources are evaluated and added to the Grade Collections on a regular basis.
- *Appendix C* contains assistance for teachers regarding provincial evaluation and reporting policy. Prescribed learning outcomes have been used as the source for samples of criterion-referenced evaluations.
- *Appendix D* acknowledges the many people and organizations that have been involved in the development of this IRP.

PREFACE: USING THIS INTEGRATED RESOURCE PACKAGE

Grade | GRADE 8 • Marketing | **Curriculum Organizer**

Prescribed Learning Outcomes

The Prescribed Learning Outcomes column of this IRP lists the specific learning outcomes for each curriculum organizer. These aid the teacher in day-to-day planning.

PRESCRIBED LEARNING OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • explain how marketing practices within the marketing mix affect consumers • describe the channels of distribution involved in the flow of products and services from producer to consumer 	<p>Students further their practical understanding of marketing as it applies to them as consumers. By tracking various products, they begin to understand the channels of distribution.</p> <ul style="list-style-type: none"> • As a class, brainstorm and develop a needs survey for a specific product. After students have administered their survey to a target population (e.g., other students), ask them to use spreadsheets to summarize their results. Suggest that students interview local manufacturers or retailers regarding distribution paths for similar products. Challenge students to identify and evaluate alternatives to these paths for their own product. • Assign students an imaginary or real product or service. Ask them to work in groups to research these questions: <ul style="list-style-type: none"> - Who are your customers? - How do you want to distribute your product (service)? - When do you want to sell, and at what price? Have students use multimedia resources to prepare and present marketing plans. Encourage them to incorporate original research (e.g., taste tests, comparisons of competitive product pricing, identification of channels of distribution). • Assist students, working in groups, as they organize, promote, and manage a simple in-school business activity (e.g., bake sale, food-hamper drive). After the activity, ask each group to reflect on its experience and present a summary to the class. • As a class, propose alternative strategies for marketing products (e.g., consignment, mail orders, exporting, home page on the Internet). Invite students to cite possible advantages and disadvantages of each strategy. • Have students suggest appropriate distribution methods for given products (e.g., raspberries from Fraser Valley farms going to northern BC communities), considering the nature of the products (e.g., perishability, fragility, weight) and their consumer destinations (e.g., distance, available transportation networks). Then have them create a table in which the nature of products is matched against transportation and distribution methods, and draw conclusions based upon information in the table.

Suggested Instructional Strategies

The Suggested Instructional Strategies column of this IRP suggests a variety of instructional approaches that include group work, problem solving, and the use of technology. Teachers should consider these as examples that they might modify to suit the developmental levels of their students.

Grade | GRADE 8 • Marketing | **Curriculum Organizer**

Suggested Assessment Strategies

The Suggested Assessment Strategies offer a wide range of different assessment approaches useful in evaluating the prescribed learning outcomes. Teachers should consider these as examples they might modify to suit their own needs and the instructional goals.

SUGGESTED ASSESSMENT STRATEGIES	RECOMMENDED LEARNING RESOURCES
<p>Students demonstrate their understanding of the channels of distribution as they describe the flow of products and services, conduct needs assessments, and use the information to develop marketing plans in real and simulated settings.</p> <ul style="list-style-type: none"> • Challenge students to compare and contrast the distribution channels from producer to consumer for various specific goods and explain the purpose for each of the processes involved (e.g., BC fruit compared with fruit from South America). Check their work for accuracy, and note the extent to which they recognize and can recount the processes involved in the distribution channels. • Review several marketing case studies with students, then engage them in developing criteria for an effective marketing plan. Have students in groups use their needs surveys to identify products and develop marketing plans for them, including product strategies, pricing strategies, distribution elements, and promotional strategies. Use the criteria to show students the extent to which their plans reflect effective marketing practices. Ask them to revise their plans in light of new information. 	<div style="background-color: #e0e0e0; padding: 5px; margin-bottom: 10px;"> <p> Print Materials</p> <ul style="list-style-type: none"> • Media Messages • Product Testing Activities by Consumer Reports </div> <div style="background-color: #e0e0e0; padding: 5px; margin-bottom: 10px;"> <p> Video</p> <ul style="list-style-type: none"> • Secrets of Selling • Supermarket Persuasion </div> <div style="background-color: #e0e0e0; padding: 5px;"> <p> Multimedia</p> <ul style="list-style-type: none"> • Exploring Business </div> <p style="font-size: small; margin-top: 10px;">Note: It is anticipated that existing classroom and school materials will also be used to support the prescribed learning outcomes until additional learning resources are identified.</p>

Recommended Learning Resources

The Recommended Learning Resources component of this IRP is a compilation of provincially recommended resources that support the prescribed learning outcomes. A complete list including a short description of the resource, its media type, and distributor is included in Appendix B of this IRP.

This Integrated Resource Package (IRP) sets out the provincially prescribed curriculum for Business Education 8 to 10. The development of this IRP has been guided by the principles of learning:

- Learning requires the active participation of the student.
- People learn in a variety of ways and at different rates.
- Learning is both an individual and a group process.

WHY BUSINESS EDUCATION?

The mandate of the British Columbia school system is to enable learners to develop individual potential and to acquire the knowledge, skills, and attitudes needed to contribute to a healthy society and a prosperous and sustainable economy. To develop an effective and prosperous economy, British Columbia requires people who understand business principles and possess the creativity and skills to apply them in creative ways.

As tomorrow's leaders, today's students must be able to envision the long-term implications of issues and changes within their communities, country, and world. They must be confident in their abilities to respond effectively to these challenges. The business education curriculum emphasizes creative and critical thinking in both independent and co-operative activities and provides students with opportunities to apply skills and knowledge in practical ways to a variety of situations.

The rapid rate of technological change affects our families, workplaces, communities, and environment. For example, individuals frequently change jobs to adapt to changing working conditions. In such a world, students need to be increasingly

entrepreneurial and flexible. Business education prepares students for this new reality by incorporating the challenges of technology, the recognition of evolving roles of women and men, and the concept of lifelong learning.

WHAT IS BUSINESS EDUCATION?

Business education is the foundation upon which students build an awareness of business and an understanding of business concepts. Business is the process by which individuals, organizations, and societies interact to improve their economic well-being through the exchange of products, services, and ideas. The ability to make individual decisions based on choice is essential to this process.

In British Columbia's enterprise system, there are four major questions to address:

- what to produce with our available resources
- how to produce goods and services
- how to distribute British Columbia's goods and services
- how to communicate and administer effectively the production and distribution of goods and services

The Business Education Kindergarten to Grade 12 curriculum addresses these questions by presenting a sequence of business concepts and skill development that responds to students' increasing sophistication, skill levels, and awareness of business within the home, school, community, and global marketplace. This curriculum supports students in their understanding of business both as an integrated field and as an integrating endeavour.

The Business Education 8 to 10 IRP provides a framework within which a variety of perspectives may be integrated including those of small business, corporate business, workers, labour unions, and entrepreneurs.

The viewpoints of employees, consumers, and employers are also considered. High ethical and environmental standards for the workplace and for business and consumer practices are emphasized.

Key Terms

Throughout the Business Education 8 to 10 curriculum, several terms are used in reference to business. The descriptions below may help the reader understand these terms in the context of this IRP. They are not meant to be all-inclusive definitions.

channels of distribution	The procedures followed to get products to consumers.
economic system	A mechanism that helps determine decisions regarding what products and services will be produced, how they will be produced, and how they will be distributed.
economic indicators	Criteria used to inform judgments about the strength of an economy (e. g., gross national product, consumer price index, prime interest rate, gross national income, per-capita income).
entrepreneurial activity	The evaluation of opportunities and use of resources to meet opportunities by bringing together factors of production—land, labour, capital, and entrepreneurship.
marketing mix	The combination of product, price, promotion, and place to satisfy a particular target market.
opportunity cost	The cost of a choice, expressed in terms of what could have been acquired.
overhead	All related costs not directly attributable to a product or service.
product development	A process in which people generate, review, and evaluate ideas, prepare prototypes, conduct market tests, and mass-produce products.
product value	The result of additional resources added to a product or service.
promotional mix	A combination of advertising, personal selling, sales promotion, in-store displays and decor, and publicity that is consistent with the image of a product. Promotional mix is used to make a product or service appeal to the target market.

CURRICULUM OVERVIEW

The Business Education 8 to 10 IRP describes part of a curriculum that spans Kindergarten to Grade 12. Business Education 8 to 10 provides a bridge between the Kindergarten to Grade 7 business education curriculum and learning outcomes prescribed for senior business education courses.

In the Business Education 8 to 10 curriculum, students will have opportunities to:

- develop and apply appropriate business skills
- further develop skills in using technology to produce business communications
- understand the impact of technological change on business
- understand how business responds to social, economic, and geographic diversity
- enhance their abilities in creative and critical thinking, problem solving, team building, and leadership
- understand the basics of finance and business management
- understand and apply basic economic principles
- examine the process of marketing and its relevance to successful business ventures
- characterize, explore, and engage in entrepreneurial activity
- investigate occupations and job opportunities in a range of businesses

These learning experiences will help students understand the interconnectedness of jobs, work, and the individual's place in the national and global economy. They will also provide students with practical skills that they can apply in their daily lives, now and in the future, and enhance students' employability skills.

The Business Education K to 12 Overview chart provides 'snapshots' of learning in business education by grade cluster. These snapshots are not the prescribed curriculum and are intended only as descriptions of some of the more salient aspects of learning in business education. They are meant to give the teacher a sense of the gradual shift in curriculum focus from the personal to business spheres as students move from Kindergarten through Grade 12.

Business Education K to 12 Overview

<p>Grades K to 3</p> <p>Students become aware that transactions are all around them. They begin to understand the role of business communication in their lives and explore technology as a helpful tool. Students identify jobs done by individuals and groups in their schools and communities. They use money as a medium of exchange and understand business from a personal perspective.</p>	<p>In grades K to 3, students' learning includes opportunities to:</p> <ul style="list-style-type: none"> • look at business technology tools used in the home and school • make choices independently and in groups about which technologies to use for particular tasks • participate in the collection, organization, and presentation of financial information • practise respectful communication when carrying out personal transactions • talk about some elements of the marketplace
<p>Grades 4 to 7</p> <p>Students gain an understanding of the personal, community, and global nature of effective business communication using a variety of methods. Students begin to appreciate the impact that business transactions have on individuals and society. They become more proficient at gathering, organizing, and presenting information using business tools to identify and understand problems and to generate possible solutions.</p>	<p>In grades 4 to 7, students' learning includes opportunities to:</p> <ul style="list-style-type: none"> • work with simple business forms and types of record keeping • use computers and touch keyboarding for business communication • understand the roles of consumers and business in the economy • look at entrepreneurial activity and explore its role in an economy • expand their understanding of tools of exchange and currencies • investigate the potential of advertising in marketing • explore the contribution of public, private, and not-for-profit activities
<p>Grades 8 to 10</p> <p>Students become increasingly sophisticated in their use of business technology. They reach a higher level of performance in business literacy and learn about social responsibility in the world of work. They consider cultural, ethical, and legal implications of applied business practices.</p>	<p>In grades 8 to 10, students' learning includes opportunities to:</p> <ul style="list-style-type: none"> • use a variety of business technologies, including software, to conduct research and to solve business problems • model ethical and acceptable behaviour when engaged in business communication and when making business transactions • strive for a high level of proficiency using an alphanumeric keyboard for business communication • use interpersonal and teamwork skills in business opportunities and in resolving business problems • explore the financial requirements and obligations associated with establishing and operating a small business • design and produce business plans to market products, services, or ideas • provide examples of entrepreneurial activity
<p>Grades 11 and 12</p> <p>Students make use of sophisticated tools to increase and refine their skills and knowledge while solving complex and varied business problems. They prepare for postsecondary and employment opportunities through meaningful activities within their school and community. In this way, students grasp the relevance of employability skills and the significance of their business education experience.</p>	<p>In grades 11 and 12, depending upon the courses selected, students' learning includes opportunities to:</p> <ul style="list-style-type: none"> • investigate the potential of the Internet to identify and explore business opportunities • understand the integration of business technologies and their use in the workplace • analyse and demonstrate personal skills applicable to a business setting • develop high levels of proficiency in using alphanumeric keyboards for business communication • explore marketing as it applies to organizations and individual initiatives, locally and globally • carry out accounting procedures and practices using industry-standard software • understand and appreciate the contribution of entrepreneurial activity to the economy

CURRICULUM ORGANIZERS

Curriculum organizers provide a framework for the learning outcomes, instructional strategies, assessment strategies, and learning resources provided for business education. They are not meant to be instructional organizers. Teachers should plan learning experiences that address concurrently learning outcomes from across curriculum organizers.

The Business Education Kindergarten to Grade 12 organizers have been adjusted by grade level to meet the needs of students, teachers, and other curricula. Each curriculum organizer provides direction and suggestions for teachers in four key areas: applied business practices, business technology, career development, and social responsibility.

Overall, five organizers describe the Business Education K to 12 curriculum:

- Business Communication
- Finance
- Economics
- Marketing
- Entrepreneurship

The five organizers are constructs familiar to the business community. In this IRP these organizers help build continuity in learning outcomes from Kindergarten through Grade 12.



- For grades K to 3, a single organizer, Foundations, includes elements of business communication, finance, and marketing.
- For grades 4 to 6, there are three organizers:
 - Business Communication
 - Finance and Economics
 - Marketing
- For grades 7 to 10, there are five organizers:
 - Business Communication
 - Finance
 - Economics
 - Marketing
 - Entrepreneurship
- For grades 11 and 12, business education as a single subject is replaced by discrete courses.

Business Communication

In Business Communication, students learn about effective business interaction and gain competency in all aspects of communication. They develop keyboarding and other business-communication skills and apply them within a business context.

Finance

In Finance, students develop and apply skills in numeracy to the areas of accounting, financial and money management, short- and long-term planning, economic forecasting, risk assessment, banking, and investment. They use financial information to solve and analyse problems.

Economics

In Economics, students learn about the development, use, and management of resources by individuals, businesses, and organizations in a global, cross-cultural context. They use this knowledge to develop understanding of how economic systems are defined by and help shape the diversity of business.

Marketing

In Marketing, students learn about planning, pricing, promoting, and distributing a product, service, or idea. They also learn about the roles and responsibilities of individuals as consumers and producers, and the impact of their decisions on the marketplace.

Entrepreneurship

In Entrepreneurship, students explore the characteristics of innovators and of entrepreneurial activity. In response to entrepreneurial opportunities, they learn to generate and use their ideas to develop and evaluate business plans. Students also begin to understand the contribution of entrepreneurial activity to the economy.

The Curriculum Organizer chart identifies the curriculum organizers for each grade.

Business Education K to 12 Curriculum Organizers

Grades K to 3	Grades 4 to 6	Grades 7 to 10	Grades 11 and 12
Foundations	Business Communication	Business Communication	Business Computer Applications 11
	Finance and Economics	Finance	Business Information Management 12
			Data Management 12
		Accounting 11	
		Accounting 12	
	Financial Accounting 12	Economics	Economics 12
	Marketing	Marketing	Marketing 11
			Marketing 12
		Entrepreneurship	Entrepreneurship 12
			Management Innovation 12

SUGGESTED INSTRUCTIONAL STRATEGIES

Instructional strategies have been included for each curriculum organizer and grade level. These strategies are suggestions only, designed to provide guidance for generalist and specialist teachers planning instruction to meet the prescribed learning outcomes. The strategies may be either teacher directed or student directed, or both. For each organizer, a list of specific strategies is introduced by a context statement that focusses the reader on the important aspects of this section of the curriculum and links the prescribed learning outcomes with instruction.

There is not necessarily a one-to-one relationship between learning outcomes and instructional strategies, nor is this organization intended to prescribe a linear means of course delivery. It is expected that teachers will adapt, modify, combine, and organize instructional strategies to meet the needs of students and to respond to local requirements.

Strategies

The suggested instructional strategies may be undertaken by individual students, partners, or small groups. Emphasis is given to the following:

- *Strategies that use technology.*

The ability to use technology to solve problems is an essential skill in the workplace and is an important 'new basic' in postsecondary education. Students use technology in the business education subjects to access information, to calculate, and to enhance the presentation of ideas.

- *Strategies that foster the development of individual and group skills.*

The workplace requires that people work effectively—individually and with others—to solve problems and to complete tasks. Students need to experience the dynamics of group work to enhance their understanding of the problem-solving process. Group work focusses on skills such as collaboration, communication, leadership, and co-operation.

- *Strategies that foster the development of research skills and critical thinking.*

In order to make informed and responsible choices, students need to listen, view, and read critically.

- *Strategies that require problem-solving skills.*

Students identify needs, pose real or invented problems of their own, and respond to problems presented by others. To develop decision-making and problem-solving skills, students need to be challenged to identify problems and present possible solutions.

CONSIDERATIONS FOR INSTRUCTION IN BUSINESS EDUCATION

When selecting and developing learning activities, consideration must be given to safety, gender equity, sensitive content, and diverse student needs.

Safety

The nature of business education requires that correct safety practices be established as soon as students begin their studies. It is the responsibility of the teacher to ensure that students are aware of any hazards in facilities and follow established safety

procedures. Safety education is a continuing experience. Teachers must use good judgment when instructing students in safety practices, remembering that the main objective is education.

It is essential that teachers address the following questions before, during, and after an activity:

- Do the facilities provide proper lighting and adequate ventilation for the activity?
- Have students been introduced to any hazards in the facility area?
- Have students been made aware of home, school, and workplace safety standards?
- Is equipment in good repair and suitably arranged?
- Have students been given specific instruction in using equipment correctly?
- Are students being properly supervised in class and on trips into the community?
- Are students practising proper techniques in an ergonomically safe environment?
- Are students wearing appropriate apparel when visiting community businesses?
- Do students follow established rules and routines?
- Do students demonstrate self-control and show respect for the safety of others?

Teachers should select activities, techniques, and projects to ensure that safety practices are implemented. The above list is not all-inclusive but serves as a guide to establishing a safe learning environment.

Gender Equity

The education system is committed to helping all students succeed in their daily lives. This is particularly important in subject areas in which males or females are underrepresented. Teaching practices, learning activities, assessment materials, and classroom environments must place value on

the experiences and contributions of both girls and boys. Teachers should consider gender bias in learning resources and be aware of the potential for gender bias when teaching.

The following instructional guidelines are suggested to help teachers implement a gender-sensitive business education curriculum:

- feature atypical role models
- address gender-related stereotypes, bias, and pressures in society and the home
- provide practical learning opportunities designed to develop confidence and interest in non-traditional roles
- design instruction to acknowledge differences in experiences, interests, and learning styles among male and female students
- explore historical, social, and ethical considerations in addition to technical applications of business education subjects
- reinforce the significance of business education to daily life and to careers

Sensitive Content

Some components of the business education curriculum address issues and concerns related to business, consumer, and employee activities and responsibilities. These issues may be a source of sensitivity for some students and their parents. The following are some suggested guidelines for dealing with such sensitive issues:

- Obtain appropriate in-service training before beginning instruction in a new, unfamiliar, or potentially sensitive area of study.
- Provide opportunities for parents and guardians to be involved in their children's learning.

- Obtain the support of the school administration before beginning instruction on any potentially sensitive issues.
- Be aware of provincial and district policy and legislation on disclosure of personal information.
- Promote critical thinking and refrain from taking sides, denigrating, or propagandizing one point of view.

Diverse Student Needs

Skills and knowledge about families, social relationships, personal and business communication, basic management principles, and practical living are crucial for many students with special needs. Some of these students require significant assistance to successfully develop strategies for independent living and managing everyday business and personal relationships.

Instruction and assessment methods should be adapted to meet the needs of all students. When students with special needs can be expected to achieve or surpass the learning outcomes set out in the business education curriculum, regular grading practices and reporting procedures are followed. However, when students are not able to achieve the learning outcomes because of disabilities, modifications must be noted in their Independent Education Plans (IEPs).

The following strategies may help students with special needs succeed in business education.

- Adapt the environment:
 - use co-operative activities and experiences to encourage students to work in pairs and teams
 - vary student seating arrangements to encourage interaction
- Adapt presentations:
 - use open and inclusive language to engage all learners
 - demonstrate and model new concepts
 - make connections with student interests and experiences and link these with other curricular areas
 - use bilingual peers and volunteers to help ESL students
 - adjust the pace of activities and learning as required
- Adapt materials:
 - use multi-sensory, hands-on, practical applications
 - use techniques that make the organization of activities more explicit (e.g., colour-code the steps used to solve problems and complete projects)
 - use concrete materials, manipulatives, or large-print materials
 - use visual, verbal, and physical representations
 - use translated materials for information such as safety rules
- Adapt methods of assistance:
 - use special education technologies to assist with keyboarding
 - partner students with peer volunteers
 - have teacher assistants work with students
 - work with consultants and support teachers to develop appropriate problem-solving activities and strategies
- Adapt methods of assessment:
 - allow students to demonstrate their understanding of business education concepts in a variety of ways (e.g., posters, display models, puzzles, game boards)
 - modify assessment tools to match student needs (e.g., oral tests, open-book tests, tests with no time limit)
 - set achievable goals

- use computer programs that allow students to practise word processing and to record and track their results
- use audiotapes or video to record individual student presentations
- Provide opportunities for extension and practice:
 - vary the amount of work for completion at any given time
 - simplify the way questions are worded to match each student's level of understanding
 - provide opportunities for students to practise skills
 - design creative learning experiences and critical-thinking activities for students with exceptional gifts or talents

SUGGESTED ASSESSMENT STRATEGIES

The assessment strategies in this IRP describe a variety of ideas and methods for gathering evidence of student performance, and provide examples of criteria for assessing the extent to which the prescribed learning outcomes have been met. Teachers determine the best assessment methods for gathering this information.

For each organizer, a list of specific strategies is introduced by a context statement that explains how students at this age can demonstrate their learning, what teachers can look for, and how this information can be used to plan further instruction.

The assessment strategies or criteria examples for a particular organizer are always specific to that organizer. Some strategies relate to particular activities, while others are general and could apply to any activity.

About Assessment in General

Assessment is the systematic process of gathering information about students' learning in order to describe what they know, are able to do, and are working toward. From the evidence and information collected in assessments, teachers describe each student's learning and performance. They use this information to provide students with ongoing feedback, plan further instructional and learning activities, set subsequent learning goals, and determine areas for further instruction and intervention. Teachers determine the purpose, aspects, or attributes of learning on which to focus the assessment. They also decide when to collect the evidence and which assessment methods, tools, or techniques are most appropriate.

Assessment focusses on the critical or significant aspects of the learning that students will be asked to demonstrate. Students benefit when they clearly understand the learning goals and learning expectations.

Evaluation involves interpreting assessment information in order to make further decisions (e.g., set student goals, make curricular decisions, plan instruction). Student performance is evaluated from the information collected through assessment activities. Teachers use their insight, knowledge about learning, and experience with students, along with the specific criteria they establish, to make judgments about student performance in relation to learning outcomes.

Students benefit when evaluation is provided on a regular, ongoing basis. When evaluation is seen as an opportunity to promote learning rather than as a final judgment, it shows learners their strengths

and suggests how they can develop further. Students can use this information to redirect efforts, make plans, and establish future learning goals.

The assessment of student performance is based on a wide variety of methods and tools, ranging from portfolio assessment to pencil-and-paper tests. Appendix D includes a more detailed discussion of assessment and evaluation.

About the Provincial Learning Assessment Program

The Provincial Learning Assessment Program gathers information on students' performance throughout the province. Results from these assessments are used in the development and revision of curricula, and provide information about teaching and learning in British Columbia. Where appropriate, knowledge gained from these assessments has influenced the assessment strategies suggested in this IRP.

Provincial Reference Sets

The provincial reference sets can also help teachers assess the skills that students acquire across curricular areas. These are:

- *Evaluating Reading Across Curriculum* (RB 0034)
- *Evaluating Writing Across Curriculum* (RB 0020 & RB 0021)
- *Evaluating Problem Solving Across Curriculum* (RB 0053)
- *Evaluating Group Communication Skills Across Curriculum* (RB 0051)
- *Evaluating Mathematical Development Across Curriculum* (RB 0052)

A series of assessment handbooks developed to provide guidance for teachers as they explore and expand their assessment repertoires is also available:

- *Performance Assessment* (XX0246)
- *Portfolio Assessment* (XX0247)
- *Student-Centred Conferencing* (XX0248)
- *Student Self-Assessment* (XX0249)

INTEGRATION OF CROSS-CURRICULAR INTERESTS

Throughout the curriculum development and revision process, the development team has done its best to ensure that relevance, equity, and accessibility issues are addressed in this IRP. These issues have been integrated into the learning outcomes, suggested instructional strategies, and assessment strategies in this IRP with respect to the following:

- Applied Focus in Curriculum
- Career Development
- English as a Second Language (ESL)
- Environment and Sustainability
- Aboriginal Studies
- Gender Equity
- Information Technology
- Media Education
- Multiculturalism and Anti-Racism
- Science-Technology-Society
- Special Needs

(See Appendix C, Cross-Curricular Interests, for more information.)

LEARNING RESOURCES

The Ministry of Education, Skills and Training promotes the establishment of a resource-rich learning environment through the evaluation of educationally appropriate materials intended for use by teachers and students. The media formats include, but are not limited to, materials in print, video, and software, as well as combinations of these formats. Resources that support provincial curricula are identified through an evaluation process that is carried out by practising teachers. It is expected that classroom teachers will select resources from those that meet the provincial criteria and that suit their particular pedagogical needs and audiences. Teachers who wish to use non-provincially recommended resources to meet specific local needs must have these resources evaluated through a local district approval process.

The use of learning resources involves the teacher as a facilitator of learning. However, students may be expected to have some choice in materials for specific purposes, such as independent reading or research. Teachers are encouraged to use a variety of resources to support learning outcomes at any particular level. A multimedia approach is also encouraged.

Some selected resources have been identified to support cross-curricular focus areas. The ministry also considers special-needs audiences in the evaluation and annotation of learning resources. As well, special-format versions of some selected resources (braille and taped-book formats) are available.

Learning resources for use in BC schools fall into one of two categories: *provincially recommended materials* or *locally evaluated materials*.

All learning resources used in schools must have *recommended* designation or be approved through district evaluation and approval policies.

Provincially Recommended Materials

Materials evaluated through the provincial evaluation process and approved through Minister's Order are categorized as *recommended* materials. These resources are listed in Appendix B of each IRP.

Locally Evaluated Materials

Learning resources may be approved for use according to district policies, which provide for local evaluation and selection procedures.

Internet Resources

Some teachers have found that the Internet (World Wide Web) is a useful source of learning resources. None of the material from this source has been evaluated by the ministry, in part because of the dynamic nature of the medium.

PLANNING YOUR PROGRAM

As mentioned in the Curriculum Overview, Business Education 8 to 10 provides a bridge between the Kindergarten to Grade 7 business education curriculum and learning outcomes prescribed for senior business education courses.

The business education component of the Applied Skills Kindergarten to Grade 7 curriculum and should be examined when working with this IRP. Learning outcomes for senior courses found in the *Business Education 11 and 12 IRP* should also be referenced to see how Grade 10 business education learning outcomes link with those in Grade 11 courses.

The learning outcomes in this IRP are grade appropriate and it is expected that students will achieve the outcomes presented at each grade level. However, there is flexibility as to when and how these outcomes may be addressed.

Because of the relevance of business education topics to students' future success in the world of work, it is expected that attention will be given to business-related careers at each grade level.

Requirements

Students are required to devote a minimum of 5% (about 48 hours) of the instructional time to Applied Skills in each of grades 8 through 10, up to a maximum of 15% in Grade 8 (about 144 hours) and 20% (about 192 hours) in grades 9 and 10. These times are based upon a typical course allotment of about 120 hours, or 12% of total instructional time. This flexibility provides an opportunity for schools to address business education learning outcomes in ways that best meet the needs of learners.

Because the curriculum does not imply a particular organization for instruction and learning, teachers may address different clusters of learning outcomes drawn solely from business education or from combinations of outcomes from two or more curricula including business education. For example, in planning a 120-hour course in which business education learning outcomes are addressed half of the time, teachers will need to determine which of these outcomes are to be addressed. If the course draws from other curricula, such as Career and Personal Planning 8 to 10 or Information Technology 8 to 10, teachers will again need to decide which learning outcomes from these curricula would make sense to link to those of business education.

Considering Student Needs

When planning a comprehensive grade 8 to 10 program around the business education learning outcomes contained in this IRP, consideration must be given to the needs of students who might elect business education courses in their senior years and who would be expected to have an appropriate level of conceptual knowledge and skill proficiency. Flexibility of time (5% to 20%), availability of resources, local priorities, and the desire to address student differences suggest that learning outcomes may be addressed differentially and selectively.

Options and Setting Priorities

The Business Education 8 to 10 curriculum is sufficiently comprehensive to support a full course (about 120 hours) in business education at each of grades 8, 9, and 10. Schools that wish to offer shorter courses will need to set local priorities and select learning outcomes that best address student and district needs. In most cases, this will mean selecting outcomes from all five curriculum organizers. Schools that choose to address this curriculum within a course of 100 to 120 hours as a business education experience linked to other subjects such as Information Technology 8 to 10 and Career or Personal Planning 8 to 10, will also need to determine the particular outcome cluster and emphasis based on the business education contribution to the course.

When setting priorities, it may be useful to first consider the global activities, themes, units, projects, issues, and problems that are already part of present teaching practice. Teachers may wish to first identify those learning outcomes already addressed in current practice before adjusting their activities to include additional learning outcomes. Many learning outcomes from

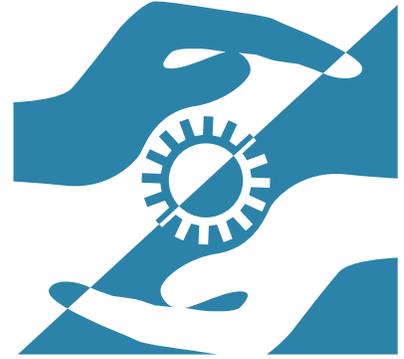
both business education and related curricula may be addressed through large instructional segments.

In planning for learning it should be stressed that the instructional strategies and assessment strategies identified in this IRP are not prescriptive. While they are intended to support the learning outcomes, they may also be considered as starting points for large-scale instructional planning.

Transition Period

Teachers will need to adjust their expectations for student performance within this IRP over time. The impact of the Applied Skills Kindergarten to Grade 7 subjects and an Information Technology curriculum will be felt differentially across schools and classrooms as technology continues to evolve and as students advance their skill performance with respect to technology.

In this period of transition, teachers should monitor the prior learning of their students. Special considerations might be given to student proficiency in keyboarding skills. This may entail dedicating blocks of time to concentrated practice and reinforcement for some students. Adjustment may also be required in the balance of knowledge, skills, critical thinking, and problem solving that are addressed over a longer period of transition.



CURRICULUM

Business Education 8 to 10

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- demonstrate Level I touch keyboarding on alphanumeric keyboards
- use appropriate communication tools and skills needed for business and the workplace
- outline ways that businesses communicate information regarding copyright, potential risks, and products or services

SUGGESTED INSTRUCTIONAL STRATEGIES

Students require basic proficiency in using communication tools and skills needed for the workplace and postsecondary studies. At this level, students develop understanding of the business context in which these tools and skills are used.

- Assess students' computer and keyboarding performance and have them set realistic objectives. Ask them to work toward demonstrating Level I proficiency of 20 to 30 wpm with accuracy on a timed test, using correct keying technique in an ergonomically safe environment. Level I also requires students to use appropriate software in production activities (see Appendix D).
- Have students brainstorm possible tools and methods for sending specific business messages and then create sample communications. Examples include:
 - calling a meeting
 - responding to a customer complaint
 - advising customers of a price change
 - making travel arrangements
 - ordering supplies

Students should consider the perspectives of both senders and receivers (individuals and organizations), and incorporate internal communication tools (e.g., memos, bulletins, conversations) and external tools (e.g., telephone, e-mail, flyers).

- As a class, make a web chart that shows the qualities needed to be successful in business (e.g., leadership, commitment to customer service, creativity, communication skills, honesty, integrity) and discuss why each is important.
- Arrange a class visit to a local business site (e.g., not-for-profit business, home-based business) to meet with staff and ask questions related to the modes of communication used in that business.
- Invite students to collect and create a classroom display of samples of business communications to consumers (e.g., CD copyright, portable stereo warranty, software licence, cigarette health warning, metric and bilingual labelling, marketing information). Discuss the purpose and effectiveness of each form of communication and the implications for businesses when consumers break laws with respect to information in the communications.

SUGGESTED ASSESSMENT STRATEGIES

Students demonstrate their proficiency with business communication tools and methods as they compare the effectiveness of various forms of communication, assess the choices they make, and reflect on the skills they are learning.

- Suggest that students keep journals to track their weekly progress in touch keyboarding, commenting on their strengths and goals relative to predetermined criteria. Criteria might include:
 - displays correct posture to comply with ergonomic standards
 - keeps eyes on the copy
 - uses home-row keys correctly
 - uses accurate key reaches, key combinations, and shift key
 - uses punctuation keys correctly

Check students' journals periodically for evidence that they are progressing in speed and accuracy, and offer suggestions to help them achieve the goals they have set for themselves.

- As students identify and discuss the implications of copyright infringement, record evidence that they:
 - refer to copyright legislation to justify their positions
 - recognize the benefits of copyright for copyright holders
 - understand the implications of copyright for consumers
 - present ideas clearly
- Following a research project in which students contact sources outside the school, have them develop reports describing:
 - communication methods they used to contact various people and organizations, including their reasons for selecting those methods
 - types of information they received from different sources
 - communication methods their sources used to reply to requests for information
 - why they think each source replied in that manner

Record evidence that students select and use business communication tools appropriate for their purpose and that they recognize the ways businesses adjust communications depending on the information they wish to convey.

RECOMMENDED LEARNING RESOURCES



Print Materials

- Database Applications and Exercises
- Media Messages



Software

- All the Right Type
- Graph Links
- Type to Learn
- UltraKey



Games/Manipulatives

- The Real Game

Note: It is anticipated that existing classroom and school materials will also be used to support the prescribed learning outcomes until additional learning resources are identified.

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- prepare and use a budget and evaluate its effectiveness in meeting a specific need
- describe ways financial institutions assist businesses and individuals with money management

SUGGESTED INSTRUCTIONAL STRATEGIES

At this level, students develop general understanding of the factors involved in business and personal finance and explore the role of financial institutions. They become aware of the financial aspects of their daily lives.

- Invite students to participate in financial goal setting simulations. After they have identified hypothetical purchase goals, ask students to develop budgets through which they could meet their goals—individually and then in groups. Introduce financial vocabulary to describe options (e.g., *assets, liabilities, net worth, income, expenses*). Vary this exercise by having students create financial scenarios and develop simple monthly budgets for hypothetical people (e.g., by extracting job, housing, and expenses data from newspaper stories).
- If possible, use a class or school fundraising activity as an example of a working budget. Suggest that students work with other classes, teachers, and parents, if applicable, to create the fundraising budget. Ask students to monitor income and expenses using a simple income statement or balance sheet. After the fundraiser, have them evaluate the teamwork involved in the budget process as well as the accuracy and completeness of their predictions.
- Present students with a case study of the finances of an individual or a small business. Prepare a class chart comparing the types of services and accounts offered by various financial institutions (e.g., trust, mortgage, insurance, and investment companies; banks). Use data from the case study to discuss options for money management such as saving, investing, borrowing, and budgeting to meet specific goals. For further study, have students examine how the services provided by financial institutions may change over time.

SUGGESTED ASSESSMENT STRATEGIES

At this level, students need structured opportunities to develop and demonstrate understanding of the role of financial institutions in business and personal finance. Their comments on their work offer insights into the knowledge and understanding they have achieved.

- Divide the class into groups and have each group research and present information about a specific financial service (e.g., RRSPs, credit, loans), the different financial institutions that offer the service, and the costs and benefits of using each type of institution for that service. After all presentations are complete, ask students to identify the services they would use each type of institution for and explain why. Review their work and note the extent to which students:
 - explain the services offered at each institution
 - identify variations of service costs and benefits among institutions
 - use their justifications as the basis for reporting
- Invite students to collect advertisements from various financial institutions on a particular service. Have them research the accuracy of claims made by each institution with regard to the service, decide which institution they would choose for that service, and then justify their choices. Note the extent to which their justifications:
 - are based on financial information rather than advertised generalizations
 - demonstrate understanding of the role and function financial institutions have in money management
- With students, develop criteria to assess their budgeting and monitoring of income and expenses during a fundraising project. The criteria might include:
 - budget is clearly organized and addresses the fundraising goal
 - budget includes adequate detail
 - balance sheet is well organized, complete, and accurate

RECOMMENDED LEARNING RESOURCES



Multimedia

- Exploring Business
- Personal Finance Portfolio



Software

- Looking Ahead



Games/Manipulatives

- The Real Game

Note: It is anticipated that existing classroom and school materials will also be used to support the prescribed learning outcomes until additional learning resources are identified.

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- outline the effects on a local economy of changes both in consumer needs and wants and in the supply of and demand for resources

SUGGESTED INSTRUCTIONAL STRATEGIES

Students learn about basic economic forces that control the flow of products and services. They examine individual needs and wants as well as the forces of supply and demand to understand how these can have an impact on an economy.

- As a class, develop a list of products and services (including local, industrial, and difficult-to-acquire items). Brainstorm reasons for differences in their ease of acquisition (e.g., location, culture, environment, cost, laws, quantity demanded). Ask students to consider how different economies influence ease of acquisition.
- Have students research current economic issues that illustrate the effects of real and apparent scarcity of resources, including labour skills, and present their findings in multimedia works, collages, or posters.
- Invite students to role-play an auction in which they bid on a variety of products and services. Information gathered could be used to discuss needs, wants, availability of resources, and demand.
- Give students a selection of local newspapers, magazines, and mail-order catalogues. Ask them to cut and paste examples of needs and wants into two columns. Then have them rank each item (on a scale of 1 to 5) according to the extent to which it would affect elements of a local economy (e.g., origin of resources, manufacture, distribution, point of sale, service, recycling, disposal).
- Ask students to speculate on how businesses influence consumer wants through the media. In particular, challenge students to identify business and employment opportunities that rely on creating or changing consumer wants.
- Choose a local industry (e.g., fur trapping, video rental). Have students first discuss and then illustrate through flow charts and graphs how changes in consumer demand for a product might affect product availability, other community businesses, labour, and the local economy.

SUGGESTED ASSESSMENT STRATEGIES

Students demonstrate their understanding of basic economic forces as they describe and assess the influences of needs and wants and supply and demand in real and simulated settings.

- Prior to an auction role play, have students determine the prices they are willing to pay for each item and give their reasons. As they participate in the auction, ask students to record the price each item was sold for and why they think it went for that price. Students could use a format such as:
 - Item _____ .
 - I'm willing to pay \$_____ because _____ .
 - It sold for \$_____ . I think it sold for that price because _____ .

Note the extent to which students recognize the effects of supply and demand of resources on purchase price.

- When students identify reasons for differences in the ease of acquisition of various products and services, record evidence that they recognize the relationship between supply and demand.
- Suggest that students conduct a bake sale to raise money for a class event. Following the sale, have students discuss its success. Have them respond in writing to the following questions:
 - Why did certain items not sell as well as others?
 - Could certain popular items have been sold for more?
 - Would lowering the prices on unpopular items have made them sell better?
 - What would you do at your next bake sale to raise more money?

Collect their work and note evidence that students can identify the relationship between and factors that influence supply and demand.

RECOMMENDED LEARNING RESOURCES



□□ Multimedia

- Exploring Business
- Personal Finance Portfolio



□□ Software

- Looking Ahead

Note: It is anticipated that existing classroom and school materials will also be used to support the prescribed learning outcomes until additional learning resources are identified.

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- explain how marketing practices within the marketing mix affect consumers
- describe the channels of distribution involved in the flow of products and services from producer to consumer

SUGGESTED INSTRUCTIONAL STRATEGIES

Students further their practical understanding of marketing as it applies to them as consumers. By tracking various products, they begin to understand the channels of distribution.

- As a class, brainstorm and develop a needs survey for a specific product. After students have administered their survey to a target population (e.g., other students), ask them to use spreadsheets to summarize their results. Suggest that students interview local manufacturers or retailers regarding distribution paths for similar products. Challenge students to identify and evaluate alternatives to these paths for their own product.
- Assign students an imaginary or real product or service. Ask them to work in groups to research these questions:
 - Who are your customers?
 - How do you want to distribute your product (service)?
 - When do you want to sell, and at what price?
 Have students use multimedia resources to prepare and present marketing plans. Encourage them to incorporate original research (e.g., taste tests, comparisons of competitive product pricing, identification of channels of distribution).
- Assist students, working in groups, as they organize, promote, and manage a simple in-school business activity (e.g., bake sale, food-hamper drive). After the activity, ask each group to reflect on its experience and present a summary to the class.
- As a class, propose alternative strategies for marketing products (e.g., consignment, mail orders, exporting, home page on the Internet). Invite students to cite possible advantages and disadvantages of each strategy.
- Have students suggest appropriate distribution methods for given products (e.g., raspberries from Fraser Valley farms going to northern BC communities), considering the nature of the products (e.g., perishability, fragility, weight) and their consumer destinations (e.g., distance, available transportation networks). Then have them create a table in which the nature of products is matched against transportation and distribution methods, and draw conclusions based upon information in the table.

SUGGESTED ASSESSMENT STRATEGIES

Students demonstrate their understanding of the channels of distribution as they describe the flow of products and services, conduct needs assessments, and use the information to develop marketing plans in real and simulated settings.

- Challenge students to compare the distribution channels from producer to consumer for various specific goods and explain the purpose for each of the processes involved (e.g., BC fruit compared with fruit from South America). Check their work for accuracy, and note the extent to which they recognize and can recount the processes involved in the distribution channels.
- Review several marketing case studies with students, then engage them in developing criteria for an effective marketing plan. Have students in groups use their needs surveys to identify products and develop marketing plans for them, including product strategies, pricing strategies, distribution elements, and promotional strategies. Use the criteria to show students the extent to which their plans reflect effective marketing practices. Ask them to revise their plans in light of new information.

RECOMMENDED LEARNING RESOURCES



Print Materials

- Media Messages
- Product Testing Activities by Consumer Reports



Video

- Secrets of Selling
- Supermarket Persuasion



Multimedia

- Exploring Business

Note: It is anticipated that existing classroom and school materials will also be used to support the prescribed learning outcomes until additional learning resources are identified.

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- explain the role of entrepreneurs in economies
- describe entrepreneurial skills and attributes applicable to a variety of work environments
- generate business ideas to meet identified needs or opportunities

SUGGESTED INSTRUCTIONAL STRATEGIES

Students develop an awareness of how entrepreneurs contribute to society and the skills used in entrepreneurial activity. They examine community ventures and interview business owners or managers.

- As a class, brainstorm types of community-service businesses in the local community. Then ask students to prepare a class display depicting the range of services provided and the number of employees and types of location involved (e.g., home-based, mobile unit, retail outlet).
- Arrange a visit to a small business, or invite the owner or manager of one to speak to the class. Before the visit, have students prepare questions such as:
 - What are your business-related skills?
 - How do you make business decisions?
 - How did you acquire your entrepreneurial skills?
 - What other jobs have you had?
 - What costs were associated with starting your business or entrepreneurial venture?
 - What sources of funding were available to you?After students have conducted the interview, ask them to compile profiles of the business-owner's entrepreneurial skills and characteristics.
- Have students research entrepreneurial skills and characteristics. Suggest they construct and examine profiles of well-known entrepreneurs and compare these people's skills and characteristics with those identified by their research. Ask students to prepare lists of their own skills and characteristics and identify skills they may need to develop (e.g., leadership, risk management, time management, negotiation).
- Illustrate how entrepreneurial opportunities are determined by having students each identify a consumer need or want and list products or services that could be developed or improved to meet this demand. Ask students to determine the stages of product or service development needed to take advantage of the opportunity.
- Invite students to perform volunteer activities in the school or community and identify entrepreneurial skills and characteristics important to these activities.

SUGGESTED ASSESSMENT STRATEGIES

Students learn about the nature of and attributes necessary for entrepreneurship. Assessment should focus on activities that allow students to observe, question, discuss, and reflect on what entrepreneurs do and on various entrepreneurial ventures.

- Have students keep journals to describe entrepreneurs they learn about in class and meet in the community. Ask them to identify and record the skills and characteristics of these people. Provide stems such as:
 - _____ was successful at _____ .
The things she did to ensure her success were _____ .
 - Two things I noticed about him that are entrepreneurial are: _____ . These are entrepreneurial because _____ .
- Following interviews with or research on entrepreneurs, have students brainstorm the steps each entrepreneur took to get from an idea to a product or service. As students contribute ideas, note evidence that they can identify the processes involved in turning a business idea into a business opportunity and finally into a reality. Can they describe how an entrepreneur recognizes a good business idea? Can they identify the kinds of risks entrepreneurs take as opposed to those other people in business take?
- Ask students to reflect on their volunteering experience by completing the following sentences:
 - What I enjoyed most about volunteering was _____ .
 - What I did best was _____ .
 - Next time I volunteer, I will look for jobs in which I can _____ , because _____ .
 - Skills I learned as a volunteer are _____ .

RECOMMENDED LEARNING RESOURCES



Print Materials

- Towards Success



Video

- Secrets of Selling
- Supermarket Persuasion



Multimedia

- Exploring Business

Note: It is anticipated that existing classroom and school materials will also be used to support the prescribed learning outcomes until additional learning resources are identified.

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- demonstrate Level II touch keyboarding on alphanumeric keyboards
- apply appropriate formatting techniques to create word-processed business documents
- describe communication skills and technologies used in business and the workplace
- create effective business communications by integrating a variety of technologies

SUGGESTED INSTRUCTIONAL STRATEGIES

Students acquire further proficiency in communication by using technology and presentation skills while they explore business communication practices.

- Assess students' entry-level keyboarding performance and have them set realistic objectives. Inform students of employment standards associated with keyboarding and related skills. Encourage them to work toward Level II proficiency of 30 to 40 wpm with accuracy on a timed test, using correct keying techniques in an ergonomically safe environment. Level II also requires the use of software in production activities (see Appendix D).
- Instruct students on how to perform a variety of word-processing tasks (e.g., formatting, proofreading, spell checking, managing electronic files). Have students create documents such as tables, manuals, résumés, and business letters, using functions such as mail merges and file transfers when appropriate (see Appendix D).
- During a visit to a local business, ask students to identify business communication systems such as wide and local area networks, satellite, the Internet, e-mail, and multimedia. Invite a guest speaker, such as an office worker or independent business person, to discuss with students changes in workplace procedures and entrepreneurial communication due to technology.
- Suggest that students interview local business people on relevant topics (e.g., use of technology, marketing a product, hiring practices). Then have them give three- to five-minute presentations to the class, focussing on communication skills and technologies used in business.
- As a class, brainstorm forms of business communication (e.g., letters of complaint, fax messages). Work with students to establish criteria with which they can evaluate the effectiveness of each form of communication. Then ask students to role-play a variety of business communication situations, each integrating two or more technologies, and evaluate the role plays using the agreed-upon criteria.

SUGGESTED ASSESSMENT STRATEGIES

Students demonstrate their knowledge and control of communication technologies both in their day-to-day assignments and in specifically designed activities.

- Post a list of common business-communication practices (e.g., spell checking, proofreading, backing up data on a disk). Describe the purpose of each practice and show students how to perform them. Ask students to refer to the list as they work on projects and to ensure that they follow the practices when appropriate. Conduct periodic checks as they work, reviewing their completed projects for evidence that they know how and when to follow these practices.
- With the class, develop criteria to evaluate formatting in word-processed documents. Have students work together to develop formatting guidelines for their work. Use these guidelines as a checklist when reviewing all similar projects.
- Ask students to research and report on specific workplace systems (e.g., wireless, local area network, satellite office, the Internet, home-based business, distance education), using various technologies to prepare and produce their work. Review students' reports, noting evidence that they:
 - select technologies appropriate for the purposes, audiences, and types of information they are presenting
 - integrate technologies appropriately
 - use technology effectively to clarify their messages

RECOMMENDED LEARNING RESOURCES



Print Materials

- Database Applications and Exercises
- Media Messages



Video

- 10 Basics of Business Etiquette
- Ideas Into Action
- The Winning Look



Software

- All the Right Type
- Digital Chisel
- Type to Learn
- UltraKey



Games/Manipulatives

- The Real Game

Note: It is anticipated that existing classroom and school materials will also be used to support the prescribed learning outcomes until additional learning resources are identified.

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- use basic record-keeping practices for financial management
- produce budgets to address business problems
- describe a variety of personal investment options
- explain the nature of credit and the advantages and disadvantages of obtaining credit

SUGGESTED INSTRUCTIONAL STRATEGIES

Students need many opportunities to apply basic elements of financial management in real and simulated contexts. They do this by developing budgets, evaluating investment options, and exploring the nature of credit and alternative saving practices.

- As a class, brainstorm and list budget items for a problem in a small business (e.g., financing a home-based business, operating a seasonal business), identifying income and expenditure amounts. Consider providing students with a budget template and data for inclusion. Have students use computers to record and graph the information. Discuss the importance of planning in business decision making.
- Ask students to role-play loan-application interviews, completing application forms (using simulated or case study information) and answering questions that address capacity, character, and collateral (the “three Cs” of credit).
- Brainstorm with students a list of personal investment options (e.g., GICs, stocks, bonds). Then have them create charts outlining the advantages and disadvantages of each in terms of return, risk, cost, convenience, benefit, and so on.
- To stimulate discussion of financial management, ethics, and the possible individual and societal consequences of borrowing, present scenarios involving specific credit applicants, such as:
 - non-income-earning spouse
 - Aboriginal person living on a reserve
 - seasonal employee
 - part-time employee
 - contract employee
 - young adult or student

In each case, have students examine the perspectives of both lender and borrower.
- Ask students to use case studies of individuals or families to identify personal needs for financing (e.g., buying a car, going to college). Have them investigate options for obtaining personal credit, then discuss the advantages and disadvantages of each. Encourage students to consider alternatives to borrowing (e.g., savings plans, delaying purchase, amortizing expenses).

SUGGESTED ASSESSMENT STRATEGIES

Assessment of students' understanding of finance should include tasks that encourage them to apply ideas in new and familiar contexts. In assessing student work, ensure that criteria emphasize both level of understanding and presentation.

- Discuss with students reasons for developing a business forecast (e.g., to identify opportunities, to secure financial assistance). Then have each student use computer technology to develop a forecast to project costs and revenue for a new business described in a case study. Note the extent to which students' projections demonstrate that they recognize and can use the information available to forecast sales, cost of products sold, gross margin, operating expenses, and profit.
- Review students' charts outlining the advantages and disadvantages of various investment options. Record evidence that students understand risk, cost, convenience, and benefit.
- Suggest that students research sources of financing for businesses. Ask them to compare the availability and costs of financing for:
 - small versus big businesses
 - new versus established businesses
 Ask students to describe the available options for (or best source of) financing for each. Note the extent to which they can identify and recount the terms and conditions associated with borrowing money, such as:
 - payment schedules (including the concepts of principal and interest)
 - the difference between equity financing and debt financing
 - types of security required by a lender

RECOMMENDED LEARNING RESOURCES



Print Materials

- An Introduction to the Stock Market - A Canadian Perspective
- World of Business



Video

- Credit Cards



Multimedia

- Exploring Business
- Personal Finance Portfolio



Games/Manipulatives

- The Real Game

Note: It is anticipated that existing classroom and school materials will also be used to support the prescribed learning outcomes until additional learning resources are identified.

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- analyse the effects of competition in the marketplace
- explain how factors of production including land, labour, capital, and entrepreneurship affect business decision making
- describe the effects of an information-based economy on business practices
- outline methods of resource allocation in various economic systems

SUGGESTED INSTRUCTIONAL STRATEGIES

Students develop an understanding of a changing economy by examining availability of resources and factors of production.

- Form groups and give each a specific amount of resources (e.g., a selection of candies) to allocate in different ways. As a class, compare each group's method of allocation. Have students use information on various economic systems to draw parallels between these systems and their own methods of resource allocation.
- Supply a business resource allocation problem that includes ethical and environmental issues, freedom of choice, and government involvement. For example, ask students to generate options for a company that creates hazardous waste as a by-product of production, considering cost of proper waste disposal, potential fines for illegal dumping, and cost of upgrading production systems.
- Discuss changes in factors of production from the technological age to the information age. Have students suggest reasons for changes (e.g., piecework replaced by mass production) and predict their impacts on economic systems. Challenge them to explain why industry today uses both sweatshop labour and robotics assembly lines (considering NAFTA and the use of one country's labour for producing another's products).
- As a class, select examples of local economies. Have students construct comparative charts, recording for each economy its labour force size, goods and services produced, nature and size of markets, and the dollar amount contributed. Then ask them to speculate on future prospects for business and work in each economy.
- Have students speculate on a local business issue such as the possible short- and long-term effects of big-box retailers and wholesale outlets on a local economy. Discuss how the consumer creates and sustains competition in the marketplace. Invite students to role-play how businesses and consumers may be affected by competition over time.

SUGGESTED ASSESSMENT STRATEGIES

Students demonstrate their understanding of changes in economic systems as they assess and describe the effects of changes in resource availability and factors of production on these systems.

- Observe as students discuss allocation of resources and relate their proposed methods to various economic systems. Note evidence that they understand:
 - the impact of scarce resources on the economy
 - the four basic principles of an economic system (ownership of property, freedom of choice, degree of competition allowed in the marketplace, level of government involvement)
- Provide students with scenarios that demonstrate changes in the factors of production. For example:
 - A major employer in an area decides to move its plant to another city.
 - Half the staff of a company is away sick for a week.
 - A supplier is four days late with a delivery.

Have students analyse the potential effects of these occurrences. Note the extent to which they can describe the impact of changes in technology, land ownership, labour, capital, and entrepreneurship on business and the local economy.
- Ask students to research businesses or industries of interest, focussing on the nature and supply of resources. After they complete their research, have them describe decisions a business owner or the industry as a whole would have to make if the resource supply dropped. For example, ask a student who is researching the commercial fisheries:
 - What can commercial fishers do if they don't catch as many fish as they had planned?
 - What effect does decreased catch have on fish-processing workers?
 - What does the fisheries industry do when the salmon run is half its usual size?

RECOMMENDED LEARNING RESOURCES



Print Materials

- An Introduction to the Stock Market - A Canadian Perspective



Video

- Credit Cards



Multimedia

- Exploring Business
- The Pacific Rim Dimension
- Personal Finance Portfolio

Note: It is anticipated that existing classroom and school materials will also be used to support the prescribed learning outcomes until additional learning resources are identified.

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- describe the changing nature of marketing
- describe the elements of marketing research
- evaluate the social implications of advertising
- select and develop a promotional mix for a product or service

SUGGESTED INSTRUCTIONAL STRATEGIES

Students develop awareness of increased consumer choice in the marketplace by having opportunities to evaluate the impact of the promotional mix in marketing.

- Have students use principles of design and the AIDA formula (Attention, Interest, Desire, Action) to create simulated advertising presentations for products or services and specific target populations. Examples of presentations include radio advertisements; video commercials; television advertisements and infomercials; web site, newspaper, and magazine advertisements; and coupons and flyers.
- Provide students with a case study and ask them to examine and report on how marketing techniques can have unintended social implications (e.g., cigarette advertising and health issues, cosmetics packaging and environmental issues).
- Suggest that students use a variety of sources to identify and critique examples of stereotyping and bias in marketing products, services, or ideas. Explore with students how a culture is influenced by marketing practices and messages.
- During a field trip to visit members of a local business sector, have students identify and evaluate marketing strategies used by various businesses (e.g., in-store displays, window displays, music) to promote sales and to attract specific customers (e.g., cultural, age, or gender groups).
- Outline and discuss with students historical changes in marketing, such as those brought about by mass production (e.g., large factories producing high volumes), increased competition (e.g., roadside stands to big-box retailers), and science and research (e.g., databases). Form groups and have each group research changes in the marketing of a specific product over time. Ask groups to prepare one-page summaries of their findings.
- Brainstorm existing products or services provided by local businesses and choose one that might benefit from a market research study. As a class, plan, design, and carry out market research that will provide information on consumer preferences with respect to that product or service. Then have students, individually or in groups, analyse the data and recommend new marketing initiatives, justifying them to the class.

SUGGESTED ASSESSMENT STRATEGIES

Students demonstrate their understanding of promotion in marketing by evaluating messages in advertising, creating their own advertisements, and examining the effects of direct and indirect promotion.

- As students discuss historical changes in marketing, note the extent to which they relate historical development in production methods, competition, and technology to changes in marketing processes and the marketing mix (e.g., product management, pricing strategies, distribution, promotion).
- Ask students to suggest promotional mixes they would develop for several products (e.g., new soft drink, electric car, fitness club). Have them develop charts to present the advertising, sales promotion, and publicity strategies they would use for each product and give reasons for their choices. Check their work for accuracy of classification and evidence that they understand the components of a promotional mix and the purpose of each component.
- Following a case study about the social implications of marketing techniques, have students each bring two advertisements to class that give superficial and implied messages about products. Ask them to provide a brief evaluation of each advertisement in terms of what it tells them about the benefits of the product, the strategy the advertiser used to influence consumer decision making, and the message implied (e.g., cultural and gender stereotyping). Review students' work and assess the extent to which they recognize:
 - how advertisers try to affect consumer decisions
 - potential effects of advertising on consumer attitudes, values, and purchasing decisions

RECOMMENDED LEARNING RESOURCES



Print Materials

- An Introduction to the Stock Market - A Canadian Perspective
- Media Messages
- World of Business



Video

- 10 Basics of Business Etiquette
- Secrets of Selling
- Supermarket Persuasion



Multimedia

- Exploring Business

Note: It is anticipated that existing classroom and school materials will also be used to support the prescribed learning outcomes until additional learning resources are identified.

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- outline and develop plans to overcome obstacles involved in starting a business
- explain the role of research and innovation in entrepreneurship
- contrast various forms of business ownership

SUGGESTED INSTRUCTIONAL STRATEGIES

Students learn how to act on entrepreneurial opportunities by examining existing businesses in the community.

- Have students examine forms of business ownership (e.g., sole proprietorship, corporation, co-operative, franchise). Divide the class into groups and ask each group to research the process and implications of setting up a student-based sole proprietorship, including:
 - establishing the need for a business by preparing and conducting a market survey to determine both obstacles and the potential for success
 - identifying financial factors associated with researching, starting, and operating a small business
 - investigating the legal implications of establishing a sole proprietorship
 - recommending a variety of marketing strategies to support the venture
 - analysing the benefits and costs of entrepreneurial activity to society and the entrepreneur
- Arrange an interview with one or more entrepreneurs. Invite students to ask questions to determine personal and business factors involved in the entrepreneurs' success. As an extension, have students co-ordinate a panel presentation to discuss success in business. Encourage them to include entrepreneurs from both genders and a variety of cultures and ages.
- When presenting students with business case studies, ask them to recommend various entrepreneurial approaches to solving any problems.
- Discuss with the class the importance of research and considering alternative research strategies before pursuing a business venture. Brainstorm products and services that are unavailable in the community and generate ideas for business opportunities. Then form groups and invite each group to choose one of the ideas and conduct research, using two different strategies, to help determine its potential for success.
- Ask students to explore ways in which the business community integrates the work of volunteers, providing examples of businesses that rely on volunteer work for their success and survival. Students follow up by evaluating the extent to which volunteer work is entrepreneurial and presenting their conclusions to the class.

SUGGESTED ASSESSMENT STRATEGIES

Students demonstrate their understanding of the importance of entrepreneurs, the challenges they face, and their role in society by participating in simulations, solving entrepreneurial problems, and analysing case studies.

- Provide students in groups with scenarios describing needs in the market. Have each group identify a business opportunity, develop a plan to capitalize on the opportunity, anticipate obstacles (e.g., from competing businesses; legal or capital problems) and decide how to address them, and assess the plan's chance of success. Review students' work and note evidence that:
 - their ideas are appropriate to the opportunities
 - their plans reflect the need for research in making entrepreneurial decisions
 - they recognize the potential for obstacles and set measures to prevent them
- As a class, brainstorm entrepreneurial approaches to solving problems. Use these approaches along with the reference set *Problem Solving Across Curriculum* to help create a self-evaluation checklist. Have students use the checklist to assess their contributions to problem-solving activities and to develop awareness of processes involved in solving problems.
- Discuss with the class why someone might want to conduct research before embarking on a business venture. Ask students to develop lists of reasons and classify them. Check their work and record evidence that they recognize the need for research in order to:
 - assess the merits of business ideas
 - project the ideas' potential for success so they can take calculated risks and secure financing

RECOMMENDED LEARNING RESOURCES



Print Materials

- Towards Success
- World of Business



Video

- Secrets of Selling
- Supermarket Persuasion



Multimedia

- Exploring Business

Note: It is anticipated that existing classroom and school materials will also be used to support the prescribed learning outcomes until additional learning resources are identified.

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- design and execute a personalized plan for improvement in speed and accuracy of touch keyboarding
- select and justify appropriate business communication tools to complete a variety of tasks
- make a presentation for a specific audience using appropriate communication skills to resolve business issues
- apply interpersonal and teamwork skills to generate alternative solutions to business problems or challenges
- use communication tools to produce and evaluate the effectiveness of various forms of business communication

SUGGESTED INSTRUCTIONAL STRATEGIES

At this level, students develop more sophisticated communication skills for preparing reports and presentations and for addressing business-related problems and challenges.

- Have students assess their keyboarding performance in words per minute and set realistic performance objectives to be achieved through study, practice, and application in an ergonomically safe environment. Inform students of entry-level keyboarding employment standards. Encourage them to strive for a proficiency objective beyond Level II of 45 to 50 wpm with accuracy in a production timing, using proper technique (see Appendix D).
- Invite students, working in teams of three to five, to plan and conduct surveys on consumer or business issues (e.g., providing smoking sections in restaurants, paying minimum wage to all employees). Have each team formulate:
 - purpose and goal (problem statement)
 - relevant questions
 - method to be used in gathering data
 - procedures for gathering raw data

After students have conducted the surveys, have them:

 - collate their data in easy-to-read formats such as graphs or charts
 - generate conclusions or recommendations relating to their goals
 - present, evaluate, and justify conclusions

As a class, use the knowledge gained in this experience to compile documentation into a report on how to conduct a survey.
- When possible, encourage students to produce larger, more complex documents such as business plans, marketing plans, legal documents, or reports from other subject areas.
- As a class, discuss innovations in communication practices (e.g., typed information, computers, faxes, teleconferencing, the Internet) and their effects on workers and the quality of work produced. Then have students research and identify examples of how communication and information infrastructures have influenced business opportunities and current business practices.

SUGGESTED ASSESSMENT STRATEGIES

Students demonstrate their abilities to apply effective communication strategies and skills when they perform challenging tasks and solve realistic problems.

Assessment focusses on their repertoire of skills and strategies, their abilities to select and use these for specific purposes and audiences, and the insight they show through self-assessment.

- Review students' plans to improve their keyboarding performance. Note evidence that the plans are realistic, address students' strengths and weaknesses, and provide a series of logical steps toward achieving improvement in technique, speed, and accuracy.
- Have students use the reference sets *Evaluating Problem Solving Across Curriculum* and *Evaluating Group Communication Skills Across Curriculum* to develop class criteria for assessing interpersonal and teamwork skills when solving business problems. Criteria might include:
 - facilitates and extends discussion
 - contributes ideas and information that the group is able to use
 - relates prior knowledge to the problem
 - asks questions, and paraphrases and rephrases to build on the ideas of others
 - works toward consensus
 - provides constructive feedback
 - behaves courteously
- Ask students to keep electronic portfolios of the document types and formatting styles they produce. Have them submit hard copies of their portfolios, each with a cover sheet describing the unique features of their work and outlining the purpose and audience for each document type. Record evidence that students relate their choices to the expectations associated with the specified audiences or purposes.

RECOMMENDED LEARNING RESOURCES



Print Materials

- Database Applications and Exercises
- Media Messages



Video

- 10 Basics of Business Etiquette
- Effective Presentation Skills
- Ideas Into Action
- The Winning Look



Software

- All the Right Type
- Digital Chisel
- Type to Learn

Note: It is anticipated that existing classroom and school materials will also be used to support the prescribed learning outcomes until additional learning resources are identified.

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- demonstrate a variety of ways to solve financial problems
- explain how the value of currency and investments changes over time

SUGGESTED INSTRUCTIONAL STRATEGIES

Finance becomes increasingly relevant to students as they solve business problems. Students explore financial ideas by studying the stock market, making predictions, developing spreadsheets, and performing “what if” analyses. They consider the consequences of financial transactions.

- Ask students to weigh cost factors involved in making a car-purchase decision (e.g., price, interest rate, mileage rate, maintenance needs, insurance). Have them use computers to research and compile their information. Students could then compare results and discuss how their various interpretations might affect their buying decisions.
- Present students with a deficit budget scenario (personal, family, or small business) and have them suggest ways to improve cash flow and short- and long-term forecasting. Suggest that students use charts to compare several options addressing the financial problem.
- As a class, simulate the development or creation of a provincial or federal budget. During an actual pre-budget period, have students analyse the current position, forecast a budget, and later compare their predictions with the real budget. Spreadsheets could be developed to allow “what if” analyses.
- Work with students to create a simulated investment portfolio that includes a range of investment types. Use a class spreadsheet for record keeping, and ask students to produce individual reports summarizing decisions and results. Then have them develop spreadsheets for “what if” analyses comparing the cumulative value of lump-sum and periodic deposits invested at different interest rates.
- Invite students to create simulated investment portfolios in the stock market, recording changes over time on spreadsheets. As opportunities arise, have students contribute perspectives on ethical issues related to investing (e.g., insider trading).

SUGGESTED ASSESSMENT STRATEGIES

Students demonstrate understanding of the effects of financial institutions on individuals and society as they solve real problems, conduct research, and apply their knowledge by computing solutions to financial problems.

- Provide students with a budget and a list of criteria to meet in planning a successful school dance. Form groups and ask each to generate a list of alternative plans that would meet the criteria within the budget, determine the best alternative, and apply it. Review students' work for accuracy and clarity, as well as evidence that they can balance a budget and follow appropriate record-keeping practices. Use the reference set *Evaluating Problem Solving Across Curriculum* to assess their abilities to solve problems. Note the extent to which students:
 - ask questions and paraphrase or rephrase to build on the ideas of others
 - provide constructive feedback
 - relate prior knowledge to the problem
 - apply budgeting techniques appropriately
 - adjust direction taken or methods used, if required
- Collect students' comparisons of interest for lump-sum and periodic currency deposits at various rates. Review their calculations for accuracy, and record evidence that they recognize the effect of interest rates and time on the value of currency.

RECOMMENDED LEARNING RESOURCES



Print Materials

- An Introduction to the Stock Market - A Canadian Perspective
- World of Business



Video

- Credit Cards



Multimedia

- Exploring Business
- Personal Finance Portfolio

Note: It is anticipated that existing classroom and school materials will also be used to support the prescribed learning outcomes until additional learning resources are identified.

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- prepare and interpret a simple supply-and-demand graph and apply the interpretation to a business problem
- explain the significance of competition and co-operation in business
- outline methods used to facilitate and predict economic development
- describe common economic indicators and explain how they apply to the standard of living

SUGGESTED INSTRUCTIONAL STRATEGIES

Students increase their understanding of interrelationships among labour, technology, and capital and link these to economic sustainability.

- Guide students through the development, interpretation, and analysis of a simple supply-and-demand graph. Define *equilibrium point*, *demand curve*, and *supply curve*. Challenge students to explain effects on the curves and equilibrium point given various business scenarios (e.g., changes in cost of production, product popularity, competition). Discuss limitations on the application of supply-and-demand curves in a dynamic economy. Finally, ask students to research simple products or services to sell in the school and create supply-and-demand graphs based on the results.
- As a class, discuss various types of competition (e.g., perfect, oligopolistic, monopolistic) and co-operation in an economic system. Invite students to examine the effects of competition and co-operation on various aspects of business (e.g., pricing, advertising, quality, profits, the creation of new business opportunities). Form groups and ask each group to create posters depicting both competition and co-operation within a specific business sector (e.g., labour market, service, telecommunications).
- Brainstorm methods used to influence the economy (e.g., taxation, licensing, monetary policies, revenue distribution, minimum wage). Ask each student to choose and research one method and give a short presentation on it.
- Provide economic and standard-of-living statistics from a range of countries. Define economic indicators and invite students to explain differences between countries. For example, have students account for differences in standard of living between countries after World War II (e.g., Japan and Germany compared to other countries) or in the 1960s and 1970s (e.g., Pakistan and Brazil compared to other countries). Challenge students to describe the contributions of business, employees, consumers, and government to the standard of living in Canada.

SUGGESTED ASSESSMENT STRATEGIES

Students demonstrate their understanding of economic sustainability by describing and analysing factors that influence the tension between unlimited wants and limited resources, and the impact of these on standard of living.

- Discuss with students how economic indicators apply to standard of living. Have them research current economic indicators, hypothesize what effect a drop or increase in each of these indicators might have on standard of living, and give reasons to explain these effects. Students could present their predictions in charts. Review students' work and note the extent to which they recognize relationships between the indicators and standard of living.
- Ask students to keep journals to record examples from news reports and class work of methods used to regulate the economy (e.g., subsidies, taxation, tariffs, interest rates, international trade agreements). Have them add comments on the effects of such regulation. Check their journals and provide feedback on the extent to which students:
 - understand the effects of regulation on the economy
 - identify regulations, predict outcomes, and justify predictions with theory
 - evaluate their predictions against actual outcomes (where possible)

RECOMMENDED LEARNING RESOURCES



□□ *Print Materials*

- An Introduction to the Stock Market - A Canadian Perspective



□□ *Video*

- Credit Cards



□□ *Multimedia*

- Exploring Business
- The Pacific Rim Dimension
- Personal Finance Portfolio

Note: It is anticipated that existing classroom and school materials will also be used to support the prescribed learning outcomes until additional learning resources are identified.

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- describe and evaluate the marketing mix for a variety of products
- outline factors contributing to product value
- create and implement a marketing plan for a product or service
- defend techniques used to market products or services globally
- evaluate how trends in society affect employment in the marketing sector and in education

SUGGESTED INSTRUCTIONAL STRATEGIES

Students examine the marketing mix of products (a combination of price, product, place, and promotion—the “4 Ps” of marketing) to increase their problem-solving skills and recognize marketplace opportunities.

- Ask each student to monitor the marketing of a particular product or service and provide examples of pricing strategies used to promote sales (e.g., loss leaders, competitive pricing).
- Suggest that students conduct a class or community survey to determine needs for new products or services (e.g., for specific target populations). Then ask them to use a variety of technologies to prepare, present, and defend marketing plans, incorporating the 4 Ps and including for each plan:
 - identification of target market
 - design or simulation of product or service
 - package design to enhance product image
 - determination of cost of raw materials
 - design of promotional mix
 - financial projections for short- and long-term sales
- Invite students to use the Internet, CD-ROMs, or print materials to research trends in education and employment opportunities in marketing. Then have them generate questions for a guest speaker from the marketing sector.
- Have the class identify Canada’s major trading partners and discuss the importance of international marketing to the Canadian market. As an extension, provide opportunities for students to interview business owners to discuss import and export strategies with Canada’s major trading partners.
- Discuss the concept of product value. Encourage students to explore internal and external factors influencing product value (e.g., internal—product differentiation, marketing mix, production costs; external—supply, economic conditions, legal and ethical restrictions). Have each student then select a product and create a report that describes and evaluates the marketing mix used for the product.
- As a class, discuss the question: Do ethics have any place in marketing?

SUGGESTED ASSESSMENT STRATEGIES

Students demonstrate their understanding of marketing mix and the role of marketing in business by applying their skills and ideas in real and simulated settings, and by reflecting on decisions they make in these situations.

- Have students work in groups to assess the value of different products in various industries. Have groups record their responses to the question: Why do people choose one brand over another? Check their work and note the extent to which students recognize:
 - how different products appeal to the needs or wants of target populations
 - various marketing techniques used to sell products to specific target markets
 - factors that contribute to the value of various products
- With students, develop criteria for an effective marketing plan. As they work in groups to develop their plans, have them use the criteria as a checklist and include justifications for the decisions they make. Review their work and record whether strategies selected are effective and whether students:
 - identify needs or wants
 - identify target markets
 - identify strategies that reflect the 4 Ps of marketing
 - justify their selections
- Have students research the impact of modern technology on jobs in the marketing sector. Review their work for evidence that they recognize:
 - the influence of technology on the workplace
 - the educational requirements for jobs in the marketing sector
 - that changes in society and the industry affect the nature of jobs in marketing

RECOMMENDED LEARNING RESOURCES



Print Materials

- An Introduction to the Stock Market - A Canadian Perspective
- Media Messages
- World of Business



Video

- 10 Basics of Business Etiquette
- Secrets of Selling
- Supermarket Persuasion



Multimedia

- Exploring Business

Note: It is anticipated that existing classroom and school materials will also be used to support the prescribed learning outcomes until additional learning resources are identified.

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- design, implement, and evaluate a business plan
- assess personal attributes that relate to entrepreneurship and entrepreneurial activity in business

SUGGESTED INSTRUCTIONAL STRATEGIES

Students explore entrepreneurial activities, and design and implement business plans to enhance their skills and build career options.

- Ask each student to conduct research (e.g., interview a business owner, conduct a market survey) in order to prepare and present a business plan. Presentations could incorporate posters, videos, pictures, or transparencies. Each report should include:
 - title page, executive summary, and introduction
 - company overview
 - management description
 - product or service description
 - marketplace and competition information
 - advertising and sales plan
 - research and product development information
 - production methods
 - financial requirements
- Suggest that students prepare assessments of their entrepreneurial skills and capabilities, then identify potential personal business opportunities. Invite them to use the results of the above research and interviews together with any personal experience to explore differences between working for an organization and working for themselves.
- As a class, plan and implement an entrepreneurial venture, which might be inspired by environmental or social issues in the community (e.g., cars and air pollution, recycling, teen clubs).
- Encourage students to use their computer skills and business knowledge to act as consultants in real situations (e.g., design a poster for a bake sale, generate a computerized set design for a school play). Invite them to assess the importance of such volunteer work in gaining understanding of career paths and expanding their résumé portfolios.
- Provide students with opportunities to use their marketing and business-planning skills to assist a school sports team in promoting school spirit or in raising money for new uniforms. Alternatively, ask students to research charities (e.g., child sponsorship programs), establish financial goals, and create marketing plans designed to meet the goals, including fundraising activities.

SUGGESTED ASSESSMENT STRATEGIES

As students explore entrepreneurial activities, they demonstrate their understanding of the skills and characteristics of entrepreneurs, the work they do, and the types of opportunities they seek.

- Provide students with several business plans for review. Ask them to use these plans to develop criteria for an effective business plan. As students develop their own business plans, have them use the criteria as a checklist. Offer feedback on students' business plans based on these criteria.
- Post an Entrepreneurial Skills and Characteristics chart. Invite students to periodically list examples based on their readings and observations. Have them use the list to evaluate their current skills as they relate to entrepreneurship.
- Have students keep journals in which they record business ideas, regularly building on these ideas, developing plans, and refining them. Ask them to review their plans and draw examples from their own activities to show the entrepreneurial skills they have acquired. Have them identify personal goals related to skills they would like to develop.
- Suggest that students review newspaper advertisements asking for volunteers. Have each student select a volunteer position and write a letter expressing interest in it. Review students' work and note the extent to which they relate their skills and abilities to those requested in the advertisements.

RECOMMENDED LEARNING RESOURCES



Print Materials

- Towards Success
- World of Business



Video

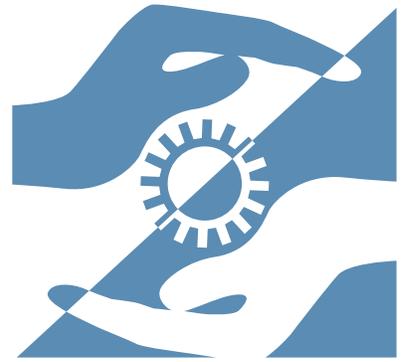
- Secrets of Selling
- Supermarket Persuasion



Multimedia

- Exploring Business

Note: It is anticipated that existing classroom and school materials will also be used to support the prescribed learning outcomes until additional learning resources are identified.



APPENDIX A

Prescribed Learning Outcomes

BUSINESS COMMUNICATON

It is expected that students will:

Grade 8	Grade 9	Grade 10
<ul style="list-style-type: none"> • demonstrate Level I touch keyboarding on alphanumeric keyboards • use appropriate communication tools and skills needed for business and the workplace • outline ways that businesses communicate information regarding copyright, potential risks, and products or services 	<ul style="list-style-type: none"> • demonstrate Level II touch keyboarding on alphanumeric keyboards • apply appropriate formatting techniques to create word-processed business documents • describe communication skills and technologies used in business and the workplace • create effective business communications by integrating a variety of technologies 	<ul style="list-style-type: none"> • design and execute a personalized plan for improvement in speed and accuracy of touch keyboarding • select and justify appropriate business communication tools to complete a variety of tasks • make a presentation for a specific audience using appropriate communication skills to resolve business issues • apply interpersonal and teamwork skills to generate alternative solutions to business problems or challenges • use communication tools to produce and evaluate the effectiveness of various forms of business communication

FINANCE

It is expected that students will:

Grade 8	Grade 9	Grade 10
<ul style="list-style-type: none"> • prepare and use a budget and evaluate its effectiveness in meeting a specific need • describe ways financial institutions assist businesses and individuals with money management 	<ul style="list-style-type: none"> • use basic record-keeping practices for financial management • produce budgets to address business problems • describe a variety of personal investment options • explain the nature of credit and the advantages and disadvantages of obtaining credit 	<ul style="list-style-type: none"> • demonstrate a variety of ways to solve financial problems • explain how the value of currency and investments changes over time

ECONOMICS

It is expected that students will:

Grade 8	Grade 9	Grade 10
<ul style="list-style-type: none"> • outline the effects on a local economy of changes both in consumer needs and wants and in the supply of and demand for resources 	<ul style="list-style-type: none"> • analyse the effects of competition in the marketplace • explain how factors of production including land, labour, capital, and entrepreneurship affect business decision making • describe the effects of an information-based economy on business practices • outline methods of resource allocation in various economic systems 	<ul style="list-style-type: none"> • prepare and interpret a simple supply-and-demand graph and apply the interpretation to a business problem • explain the significance of competition and co-operation in business • outline methods used to facilitate and predict economic development • describe common economic indicators and explain how they apply to the standard of living

MARKETING

It is expected that students will:

Grade 8	Grade 9	Grade 10
<ul style="list-style-type: none"> • explain how marketing practices within the marketing mix affect consumers • describe the channels of distribution involved in the flow of products and services from producer to consumer 	<ul style="list-style-type: none"> • describe the changing nature of marketing • describe the elements of marketing research • evaluate the social implications of advertising • select and develop a promotional mix for a product or service 	<ul style="list-style-type: none"> • describe and evaluate the marketing mix for a variety of products • outline factors contributing to product value • create and implement a marketing plan for a product or service • defend techniques used to market products or services globally • evaluate how trends in society affect employment in the marketing sector and in education

ENTREPRENEURSHIP

It is expected that students will:

Grade 8	Grade 9	Grade 10
<ul style="list-style-type: none"> • explain the role of entrepreneurs in economies • describe entrepreneurial skills and attributes applicable to a variety of work environments • generate business ideas to meet identified needs or opportunities 	<ul style="list-style-type: none"> • outline and develop plans to overcome obstacles involved in starting a business • explain the role of research and innovation in entrepreneurship • contrast various forms of business ownership 	<ul style="list-style-type: none"> • design, implement, and evaluate a business plan • assess personal attributes that relate to entrepreneurship and entrepreneurial activity in business



APPENDIX B

*Learning Resources
General Information*

WHAT IS APPENDIX B?

Appendix B consists of general information on learning resources, as well as Grade Collection information and alphabetical annotations of the provincially recommended resources.

WHAT IS A GRADE COLLECTION?

A Grade Collection is the format used to organize the provincially recommended learning resources by grade and by curriculum organizer. It can be regarded as a 'starter set' of basic resources to deliver the curriculum. In many cases, the Grade Collection provides a choice of more than one resource to support curriculum organizers, enabling teachers to select resources that best suit different teaching and learning styles. There may be prescribed learning outcomes either partially or not at all supported by learning resources at this time. Many of these are best met by teacher-developed activities. Teachers may also wish to supplement Grade Collection resources with locally selected materials.

WHAT KINDS OF RESOURCES ARE FOUND IN A GRADE COLLECTION?

Learning resources in a Grade Collection are categorized as either *comprehensive* or *additional*. *Comprehensive resources* provide a broad coverage of the learning outcomes for most curriculum organizers. *Additional resources* are more topic specific and support individual curriculum organizers or clusters of outcomes. They provide valuable support for or extension to specific topics and are typically used to supplement or fill in the areas not covered by the comprehensive resources.

HOW ARE GRADE COLLECTIONS KEPT CURRENT?

Under the provincial continuous submissions process, suppliers advise the ministry about newly developed resources as soon as they are released. Resources judged to have a potentially significant match to the learning outcomes for individual IRPs are evaluated by practising classroom teachers who are trained by ministry staff to use provincial evaluation criteria. Resources selected for provincial recommendation receive Ministerial Order and are added to the existing Grade Collections. The ministry updates the Grade Collections on a regular basis on the ministry web site at http://www.bced.gov.bc.ca/irp_resources/lr/resource/gradcoll.htm. Please check this site for the most current and up-to-date version of Appendix B.

HOW LONG DO LEARNING RESOURCES KEEP THEIR RECOMMENDED STATUS?

Learning resources will retain their recommended status for a minimum of five years after which time they may be withdrawn from the Grade Collections, thereby terminating their provincially recommended status. Decisions regarding the withdrawal of learning resources will be based on, but not limited to, considerations of curriculum support, currency, and availability. Schools may continue to use a learning resource after withdrawal provided local school board approval is obtained.

HOW CAN TEACHERS CHOOSE LEARNING RESOURCES TO MEET THEIR CLASSROOM NEEDS?

As outlined in *Evaluating, Selecting and Managing Learning Resources: A Guide* (Revised 2000), there are a number of approaches to selecting learning resources.

Teachers may choose to use:

- provincially recommended resources to support provincial or locally developed curricula
- resources that are not on the ministry's provincially recommended list (resources that are not on the provincially recommended list must be evaluated through a local, board-approved process).

The Ministry of Education has developed a variety of tools and guidelines to assist teachers with the selection of learning resources. These include:

- *Evaluating, Selecting and Managing Learning Resources: A Guide* (Revised 2000) with accompanying CD-ROM tutorial and evaluation instruments
- Grade Collection(s) in each IRP. Each Grade Collection begins with a chart which lists both comprehensive and additional resources for each curriculum organizer. The chart is followed by an annotated bibliography with supplier and ordering information. (Price and supplier information should be confirmed at the time of ordering). There is also a chart that lists Grade Collection titles alphabetically and a blank planning template that can be used by teachers to record their individual choices
- Resource databases on CD-ROM or on-line
- Sets of recommended learning resources are available in a number of host districts throughout the province to allow teachers to examine the materials first hand at regional displays.
- *Catalogue of Recommended Learning Resources*

WHAT ARE THE CRITERIA TO CONSIDER WHEN SELECTING LEARNING RESOURCES?

There are a number of factors to consider when selecting learning resources.

Content

The foremost consideration for selection is the curriculum to be taught. Prospective resources must adequately support the particular learning objectives that the teacher wants to address. Teachers will determine whether a resource will effectively support any given learning outcomes within a curriculum organizer. This can only be done by examining descriptive information regarding that resource; acquiring additional information about the material from the supplier, published reviews, or colleagues; and by examining the resource first-hand.

Instructional Design

When selecting learning resources, teachers must keep in mind the individual learning styles and abilities of their students, as well as anticipate the students they may have in the future. Resources should support a variety of special audiences, including gifted, learning disabled, mildly intellectually disabled, and ESL students. The instructional design of a resource includes the organization and presentation techniques; the methods used to introduce, develop, and summarize concepts; and the vocabulary level. The suitability of all of these should be considered for the intended audience.

Teachers should also consider their own teaching styles and select resources that will complement them. The list of recommended resources contains materials that range from prescriptive or self-contained resources, to open-ended resources that require

considerable teacher preparation. There are recommended materials for teachers with varying levels and experience with a particular subject, as well as those that strongly support particular teaching styles.

Technical Design

While the instructional design of a package will determine the conceptual organization, it is the technical design that brings that structure into reality. Good technical design enhances student access and understanding. Poor technical quality creates barriers to learning. Teachers should consider the quality of photographs and illustrations, font size and page layout, and durability. In the case of video, audible and age appropriate narration and variation in presentation style should be considered. When selecting digital resources, interactivity, feedback, constructive engagement, usability, and functionality are important.

Social Considerations

An examination of a resource for social considerations helps to identify potentially controversial or offensive elements which may exist in the content or presentation. Such a review also highlights where resources might support pro-social attitudes and promote diversity and human rights issues.

The intent of any Social Considerations screening process, be it at the local or provincial level, is not to remove controversy, but to ensure that controversial views and opinions are presented in a contextual framework.

All resources on the ministry's recommended list have been thoroughly screened for social concerns from a provincial perspective. However, teachers must consider the appropriateness of any resource from the perspective of the local community.

Media

When selecting resources, teachers should consider the advantages of various media. Some topics may be best taught using a specific medium. For example, video may be the most appropriate medium when teaching a particular, observable skill, since it provides a visual model that can be played over and over or viewed in slow motion for detailed analysis. Video can also bring otherwise unavailable experiences into the classroom and reveal "unseen worlds" to students. Software may be particularly useful when students are expected to develop critical-thinking skills through the manipulation of a simulation, or where safety or repetition are factors. Print or CD-ROM resources can best be used to provide extensive background information on a given topic. Once again, teachers must consider the needs of their individual students, some of whom may learn better from the use of one medium than another.

USE OF INFORMATION TECHNOLOGY

Teachers are encouraged to embrace a variety of educational technologies in their classrooms. To do so, they will need to ensure the availability of the necessary equipment and familiarize themselves with its operation. If the equipment is not currently available, then the need must be incorporated into the school or district technology plan.

WHAT FUNDING IS AVAILABLE FOR PURCHASING LEARNING RESOURCES?

As part of the selection process, teachers should be aware of school and district funding policies and procedures to determine how much money is available for their needs. Funding for various purposes, including the purchase of learning resources, is provided to school districts.

Learning resource selection should be viewed as an ongoing process that requires a determination of needs, as well as long-term planning to co-ordinate individual goals and local priorities.

EXISTING MATERIALS

Prior to selecting and purchasing new learning resources, an inventory of those resources that are already available should be established through consultation with the school and district resource centres. In some districts, this can be facilitated through the use of district and school resource management and tracking systems. Such systems usually involve a computer database program (and possibly bar-coding) to help keep track of a multitude of titles. If such a system is put on-line, then teachers can check the availability of a particular resource via computer.



APPENDIX B

*Business Education 8 to 10
Grade Collections*

**BUSINESS EDUCATION 8 TO 10:
GRADE COLLECTIONS**

This section begins with an overview of the comprehensive resources for this curriculum, then presents Grade Collection charts for each grade. These charts list both *comprehensive* and *additional* resources for each curriculum organizer for the grade. The charts are followed by an annotated bibliography. Teachers should check with suppliers for complete and up-to-date ordering information. Most suppliers maintain web sites that are easy to access.

MEDIA ICONS KEY



Audio Cassette



CD-ROM



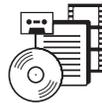
Film



Games/Manipulatives



Laserdisc/Videodisc



Multimedia



Music CD



Print Materials



Record



Slides



Software



Video

**BUSINESS EDUCATION 8 TO 10
GRADE COLLECTIONS
OVERVIEW OF COMPREHENSIVE RESOURCES**

World of Business
(Grades 8, 9, 10)

This multi-media resource package for exploring business issues pertinent to Canada consists of a student text, a student workbook, a teacher's resource binder, an 8-part video series and test banks on computer disks with accompanying user's guides.

The full-colour student text discusses business principles and concepts in the following chapters: "Profile of Business," "International Business," "Computer Applications," "Money and Financial Institutions," "Credit and Personal Finance," "You, the Consumer," "Accounting," "Marketing," "Law." Each chapter begins with learning objectives and a career focus exploration. Environmental alerts highlight problems or issues of environmental concern. Activities and review questions are included.

The student workbook includes exercises, review projects, case studies, and vocabulary development to reinforce concepts and skills.

The teacher's resource provides comprehensive instructional strategies, objectives, evaluation ideas, activity suggestions and answer keys to all text and workbook questions.

The eight-part video series matches the nine chapters of the student text (chapters 4 and 5 are addressed in a single video). Seven of the eight videos have been recommended for the Grade Collection. Please refer to separate annotations for these videos.

The test bank items include multiple choice questions and word problems to support each chapter. The computer can randomly select questions and scramble the order, or users may choose and edit.

System Requirements:
Macintosh: System 6.0 or later; 1 Mb RAM.
MS-DOS: DOS 2.1 or later; 320 K RAM.

*Exploring Business: A Global Perspective,
Teacher's Resource Book*
(Grade 10)

Softcover teacher's resource book incorporates business practices in classroom activities and promotes media and technological literacy. It contains detailed projects and activities students can perform individually or in groups. Activities are organized according to chapters on the economic system, the financial system, government, labour, law, marketing, accounting, and consumerism. A broad range of careers is explored in detail. Teaching strategies, blackline masters and answer keys are also included. The student book is not recommended.

Exploring Business for the 21st Century
(Grade 10)

Comprehensive textbook provides an introduction to many aspects of business while supporting many of the business education learning outcomes in each of Grades 8, 9 and 10. This resource could also support a full business education course at Grade 10 focusing on entrepreneurship. It provides good coverage of the role and impact of business; conducting business in a competitive marketplace and changing workplace; personal finance; entrepreneurship; and international business.

This resource is enriched with good explanations and follow-up activities. Examples are familiar and appropriate to topics. It would give students a sound base for exploring business education at the senior level. Includes a student text e-book CD-ROM compatible with both Macintosh and PC platforms.

System Requirements:

Macintosh: PowerPC; 16 Mb of RAM; 6 Mb free disk space for Adobe® Acrobat® Reader 4.0 Installation; 16-bit colour depth, and mouse.

PC: Intel® Pentium® with 100 MHz; 16 Mb of RAM; Windows® 95; 6 Mb free disk space for Adobe® Acrobat® Reader 4.0 Installation; 16-bit colour depth, and mouse.

Business Education Grade 8 Collection

	Business Communication	Finance	Economics	Marketing	Entrepreneurship
Comprehensive Resources					
The World of Business, A Canadian Profile, Third Edition					
Additional Resources - Video					
First Nations Youth Entrepreneurs: Working to a New Beat	✓				✓
Ideas into Action				✓	✓
The World of Business - Profile of Business	✓		✓	✓	✓

	For the comprehensive resources, indicates satisfactory to good support for the majority of the learning outcomes within the curriculum organizer.
✓	For the additional resources, indicates support for one or more learning outcomes within the curriculum organizer.
	Indicates minimal or no support for the prescribed learning outcomes within the curriculum organizer.

Business Education Grade 9 Collection

	Business Communication	Finance	Economics	Marketing	Entrepreneurship
Comprehensive Resources					
The World of Business, A Canadian Profile, Third Edition					
Additional Resources - Video					
Ideas Into Action				✓	✓
Introducing Business	✓		✓	✓	✓
Secrets of Selling: How Stores Turn Shoppers Into Buyers				✓	
The World of Business - Accounting	✓	✓	✓	✓	✓
The World of Business - Money and Financial Institutions, Credit and Personal Finance		✓			✓
The World of Business - You, the Consumer			✓	✓	

	For the comprehensive resources, indicates satisfactory to good support for the majority of the learning outcomes within the curriculum organizer.
✓	For the additional resources, indicates support for one or more learning outcomes within the curriculum organizer.
	Indicates minimal or no support for the prescribed learning outcomes within the curriculum organizer.

Business Education Grade 10 Collection

	Business Communication	Finance	Economics	Marketing	Entrepreneurship
Comprehensive Resources					
Exploring Business: A Global Perspective, Teacher's Resource Book					
Exploring Business for the 21 st Century					
The World of Business, A Canadian Profile, Third Edition					
Additional Resources - Print					
Media Messages: Using Video, Print, Radio and Mixed Media	✓			✓	
Additional Resources - Video					
Communicating with Clients and Customers	✓			✓	
Ideas into Action				✓	✓
The World of Business - Computer Applications	✓	✓	✓	✓	✓
The World of Business - International Business	✓		✓	✓	✓
The World of Business - Marketing	✓	✓	✓	✓	✓
Additional Resources - Multimedia					
Effective Presentation Skills	✓				
Additional Resources – Games & Manipulatives					
Mutual Mania		✓	✓		

	For the comprehensive resources, indicates satisfactory to good support for the majority of the learning outcomes within the curriculum organizer.
✓	For the additional resources, indicates support for one or more learning outcomes within the curriculum organizer.
	Indicates minimal or no support for the prescribed learning outcomes within the curriculum organizer.



Communicating with Clients and Customers

General Description:

Twenty-four minute engaging Australian video set against the fictional backdrop of a music company, "Rhythm Music," demonstrates the important skill of managing interactions with customers and clients. The program examines how to improve personal communication skills to meet the needs of clients and customers and how to deal with difficult customers. Highlights skills of active listening, questioning, assertiveness and product and service knowledge.

Audience: General

Category: Student, Teacher Resource

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	11A	12
								✓			

Year Recommended in Grade Collection: 2001

Supplier: *B.C. Learning Connection Inc.*
#4 - 8755 Ash Street
Vancouver, BC V6P 6T3

Tel: (604) 324-7752 **Fax:** (604) 324-1844

Toll Free: 1-800-884-2366

Price: \$26.00

ISBN/Order No: BE0354

Copyright: 1997



Effective Presentation Skills

General Description:

Twenty-one-minute video, teacher's guide and presentation skills guide provide a practical tool for improving presentation skills in the context of the business world. Topics cover controlling anxiety, planning, organizing, using visual aids, rehearsing and delivering. Includes activities and evaluation tools.

Audience: General

Category: Teacher Resource

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	11A	12
								✓			

Year Recommended in Grade Collection: 2001

Supplier: *B.C. Learning Connection Inc.*
#4 - 8755 Ash Street
Vancouver, BC V6P 6T3

Tel: (604) 324-7752 **Fax:** (604) 324-1844

Toll Free: 1-800-884-2366

Price: Manual: \$19.95
Leader's Guide: \$24.95
Video: \$26.00

ISBN/Order No: Manual: 156-52202X
Leader's Guide: 1560520523
Video: BE0385

Copyright: 1993



Exploring Business: A Global Perspective

General Description:

Teacher's resource book incorporates business practices in classroom activities. The book includes teaching strategies, blackline masters and answer keys. Student book is not recommended.

Audience: General

Category: Student, Teacher Resource

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	11A	12
								✓			

Year Recommended in Grade Collection: 2001

Supplier: *McGraw-Hill Ryerson Ltd. (Ontario)*
300 Water Street
Whitby, ON L1N 9B6

Tel: (905) 430-5000 **Fax:** (905) 430-5020

Toll Free: 1-800-565-5758 (orders)

Web Address: www.mcgrawhill.ca

Price: Check with Supplier

ISBN/Order No: Teacher's Resource Book: 0-07551428-0
Canadian News Disc: 0-07-551826-0

Copyright: 1994



Exploring Business for the 21st Century

Author(s): Liepner, M.; Magnan, J.; Wasserman, A.

General Description:

Comprehensive business education resource is structured around five units: the role and impact of business, conducting business in a competitive marketplace and changing workplace; personal finance; entrepreneurship; and international business. A student text e-book CD-ROM is included. May also be used to support some of the learning outcomes for Grade 8 and 9.

System Requirements:

Macintosh: PowerPC; 16 Mb of RAM; 6 Mb free disk space for Adobe® Acrobat® Reader 4.0 Installation; 16-bit colour depth, and mouse.
 PC: Intel® Pentium® with 100 MHz; 16 Mb of RAM; Windows® 95; 6 Mb free disk space for Adobe® Acrobat® Reader 4.0 Installation; 16-bit colour depth, and mouse.

Cautions:

Does not cover Business Communications section of IRP. Communication activities are not specifically business formats or uses. Activities use English skills such as debates, reports and research. No specific business formats are mentioned in these activities.

Audience: General

- ESL - terms are explained simply with plenty of visuals to compliment
- Gifted - applications for higher level thinking skills
- LD - knowledge level easy to understand with real life content

Category: Student, Teacher Resource



**First Nations Youth Entrepreneurs:
Working to a New Beat**

General Description:

Fifteen-minute video presents four young First Nations entrepreneurs who have started their own businesses in British Columbia: a bed and breakfast owner, a data equipment manufacturer, a general store owner, and a professional magician. They discuss how they began their business, the nature of their business and the daily commitment and hard work necessary to run their business successfully. All four express the importance of continuing to identify new business opportunities. May also be used to support activities on entrepreneurship at the Grade 8 and 9 level.

Audience: General

Category: Student, Teacher Resource

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	11A	12
								✓			

Year Recommended in Grade Collection: 2002

Supplier: McGraw-Hill Ryerson Ltd. (Ontario)
 300 Water Street
 Whitby, ON L1N 9B6

Tel: (905) 430-5000 **Fax:** (905) 430-5020

Toll Free: 1-800-565-5758 (orders)

Web Address: www.mcgrawhill.ca

Price: \$47.95

ISBN/Order No: 0-07-089158-3

Copyright: 2001

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	11A	12
						✓					

Year Recommended in Grade Collection: 2001

Supplier: B.C. Learning Connection Inc.
 #4 - 8755 Ash Street
 Vancouver, BC V6P 6T3

Tel: (604) 324-7752 **Fax:** (604) 324-1844

Toll Free: 1-800-884-2366

Price: \$26.00

ISBN/Order No: BE0358

Copyright: 1997



Ideas Into Action

General Description:

Thirteen-minute video illustrates the process of creative thinking and problem solving. It links problem solving in the business environment to the communication of ideas. Accompanying teacher's guide includes activities and reproducible student handouts.

Audience: General

- Gifted - opportunities for divergent thinking; opportunities for in-depth analysis

Category: Student, Teacher Resource

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	11A	12
						✓	✓	✓			

Year Recommended in Grade Collection: 2001

Supplier: International Tele-Film Enterprises Ltd.
 41 Horner Avenue
 Unit 3
 Etobicoke, ON M8Z 4X4

Tel: (416) 252-1173 **Fax:** (416) 252-1676

Toll Free: 1-800-561-4300

Price: Check with Supplier

ISBN/Order No: Not available

Copyright: 1993



Introducing Business

General Description:

Comprehensive 24-minute Australian video opens by presenting business scenes familiar to young teenagers. A brief explanation of the nature of production and key inputs, process, management and outputs used by businesses follow. Five different businesses are profiled to show a network of production enterprises. In addition, managers reflect on their goals and speak about the effect of environmental influences on their businesses. Although produced in Australia, this video is representative of the global nature of business.

Audience: General

Category: Student, Teacher Resource

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	11A	12
							✓				

Year Recommended in Grade Collection: 2001

Supplier: *B.C. Learning Connection Inc.*
#4 - 8755 Ash Street
Vancouver, BC V6P 6T3

Tel: (604) 324-7752

Fax: (604) 324-1844

Toll Free: 1-800-884-2366

Price: \$26.00

ISBN/Order No: BE0356

Copyright: 1995



Media Messages: Using Video, Print, Radio and Mixed Media

Author(s): Steele, L.

General Description:

Booklet comprises 20 activities that require student groups to create commercials or advertisements using video, print, radio, or mixed media. Each scenario contains background information and suggestions. Includes tools for evaluation and assessment.

Cautions:

One activity suggests students use video outside of the school. This may be inappropriate for younger students.

Audience: General

Category: Teacher Resource

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	11A	12
								✓			

Year Recommended in Grade Collection: 2001

Supplier: *Creative Curriculum Incorporated*
815 - 456 Moberly Road
Vancouver, BC V5Z 4L7

Tel: (604) 876-6682

Fax: (604) 876-6682

Price: \$18.00

ISBN/Order No: 0-9682937-5-1

Copyright: 1992



Mutual Mania

Author(s): Hopkins, C.; Hopkins, G; Hopkins, T.

General Description:

Engaging board game simulation that helps students to understand some of the complexities and risks associated with mutual fund investment. The accompanying teacher's guide provides related information, definitions, lesson plans and worksheets. Game requires a minimum of two hours to play. Students must be familiar with the rules prior to play.

Audience: General

Category: Student, Teacher Resource

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	11A	12
								✓			

Year Recommended in Grade Collection: 2001

Supplier: *Competitive Edge Enterprises Inc.*
3885 Gallagher's Grange
Kelowna, BC V1W 3Z9

Tel:

Fax: (250) 862-8966

Toll Free: 1-888-327-6460

Price: Board Game: \$29.00
Teaching Guide: \$9.00

ISBN/Order No: Board Game: not available
Teaching Guide: 00968607-0-2

Copyright: 1996



Secrets of Selling: How Stores Turn Shoppers into Buyers

General Description:

Twenty-eight-minute video reveals the tactics used in various retail outlets to encourage shoppers to buy. The accompanying instructor's guide contains a summary, a quiz with answer key, research activities and a reproducible glossary on the language of merchandising.

Audience: General

Category: Student, Teacher Resource

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	11A	12
							✓				

Year Recommended in Grade Collection: 2001

Supplier: *B.C. Learning Connection Inc.*
#4 - 8755 Ash Street
Vancouver, BC V6P 6T3

Tel: (604) 324-7752

Fax: (604) 324-1844

Toll Free: 1-800-884-2366

Price: Video: \$26.00
Teacher's Guide: \$1.00

ISBN/Order No: Video: BE0350
Teacher's Guide: G4766

Copyright: 1993



The World of Business: A Canadian Profile, Third Edition

Author(s): Murphy et al.

General Description:

Student text, workbook and teacher's resource binder explore business issues pertinent to Canada, such as money, finance, marketing, law, consumer issues, computer applications and accounting. Includes computer test banks for MS-DOS and Macintosh. The recommended videos from this series are listed individually.

System Requirements:

Macintosh: System 6.0 or later; 1 Mb RAM.
MS-DOS: DOS 2.1 or later; 320 K RAM.

Audience: General

Category: Student, Teacher Resource

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	11A	12
						✓	✓	✓			

Year Recommended in Grade Collection: 2001

Supplier: *Nelson Thomson Learning*
1120 Birchmount Road
Scarborough, ON M1K 5G4

Tel: (416) 752-9448 **Fax:** (416) 752-8101

Toll Free: 1-800-268-2222/1-800-668-0671

Web Address: www.nelson.com

Price: Student Text: \$65.95
Student Workbook: \$14.95
Teacher's Resource: \$111.95

ISBN/Order No: Student Text: 17-604692-5
Student Workbook: 17-604694-1
Teacher's Resource: 17-604693-3

Copyright: 1994



The World of Business - Accounting

General Description:

Thirty-two minute video in four segments from CBC *Venture* deals with the struggles of small businesses and has a strong entrepreneurial focus while illustrating the importance of accounting to business. Includes a teacher's guide and reproducible activity sheets.

Audience: General

Category: Student, Teacher Resource

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	11A	12
							✓				

Year Recommended in Grade Collection: 2001

Supplier: *Nelson Thomson Learning*
1120 Birchmount Road
Scarborough, ON M1K 5G4

Tel: (416) 752-9448 **Fax:** (416) 752-8101

Toll Free: 1-800-268-2222/1-800-668-0671

Web Address: www.nelson.com

Price: \$131.95

ISBN/Order No: 0-17-606-5822

Copyright: 1996



The World of Business - Computer Applications

General Description:

Twenty-nine minute video in four segments from CBC *Venture* deals with the Y2K problem, computer crime, computer games and the Internet. It has a strong entrepreneurial bent. Includes a teacher's guide and reproducible activity sheets.

Audience: General

Category: Student, Teacher Resource

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	11A	12
								✓			

Year Recommended in Grade Collection: 2001

Supplier: *Nelson Thomson Learning*
1120 Birchmount Road
Scarborough, ON M1K 5G4

Tel: (416) 752-9448 **Fax:** (416) 752-8101

Toll Free: 1-800-268-2222/1-800-668-0671

Web Address: www.nelson.com

Price: \$131.95

ISBN/Order No: 017-606-5792

Copyright: 1996



The World of Business - International Business

General Description:

Thirty-four minute video in four segments from *CBC Venture* deals with international trade, global marketing and investment and doing business in a number of cultural contexts. It has a strong entrepreneurial bent. It includes a teacher's guide and reproducible activity sheets.

Audience: General

Category: Student, Teacher Resource

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	11A	12
								✓			

Year Recommended in Grade Collection: 2001

Supplier: *Nelson Thomson Learning*
1120 Birchmount Road
Scarborough, ON M1K 5G4

Tel: (416) 752-9448 **Fax:** (416) 752-8101

Toll Free: 1-800-268-2222/1-800-668-0671

Web Address: www.nelson.com

Price: \$131.95

ISBN/Order No: 0-17-606-5784

Copyright: 1996



The World of Business - Marketing

General Description:

Thirty-two minute video in six segments from *CBC Venture* and *Market Place* deals with entrepreneurship, innovation and the importance of customer service. Includes a teacher's guide and reproducible activity sheets.

Audience: General

Category: Student, Teacher Resource

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	11A	12
								✓			

Year Recommended in Grade Collection: 2001

Supplier: *Nelson Thomson Learning*
1120 Birchmount Road
Scarborough, ON M1K 5G4

Tel: (416) 752-9448 **Fax:** (416) 752-8101

Toll Free: 1-800-268-2222/1-800-668-0671

Web Address: www.nelson.com

Price: \$131.95

ISBN/Order No: 017-605-7919

Copyright: 1996



The World of Business - Money and Financial Institutions, Credit and Personal Finance

General Description:

Forty minute video in five segments from *CBC Venture* deals with barter, investment, credit, banking and lending. It has a strong financial focus, both personal and in terms of business. Includes a teacher's guide and reproducible activity sheets.

Audience: General

Category: Student, Teacher Resource

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	11A	12
							✓				

Year Recommended in Grade Collection: 2001

Supplier: *Nelson Thomson Learning*
1120 Birchmount Road
Scarborough, ON M1K 5G4

Tel: (416) 752-9448 **Fax:** (416) 752-8101

Toll Free: 1-800-268-2222/1-800-668-0671

Web Address: www.nelson.com

Price: \$131.95

ISBN/Order No: 017-606-5806

Copyright: 1996



The World of Business - Profile of Business

General Description:

Thirty-eight minute video in five segments from CBC *Country Canada* and *Venture* deals with retail merchandising, self-employment, international business, marketing and franchising and has a strong entrepreneurial bent. Includes a teacher's guide and reproducible activity sheets.

Audience: General

Category: Student, Teacher Resource

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	11A	12
						✓					

Year Recommended in Grade Collection: 2001

Supplier: *Nelson Thomson Learning*
1120 Birchmount Road
Scarborough, ON M1K 5G4

Tel: (416) 752-9448 **Fax:** (416) 752-8101

Toll Free: 1-800-268-2222/1-800-668-0671

Web Address: www.nelson.com

Price: \$131.95

ISBN/Order No: 017-606-5776

Copyright: 1996



The World of Business - You, the Consumer

General Description:

Twenty-seven minute video in four segments from CBC *Venture* and *Market Place* deals with marketing to the young, the wealthy and the mainstream public. Responsibilities of consumers are a focus. Includes a teacher's guide and reproducible activity sheets.

Audience: General

Category: Student, Teacher Resource

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	11A	12
							✓				

Year Recommended in Grade Collection: 2001

Supplier: *Nelson Thomson Learning*
1120 Birchmount Road
Scarborough, ON M1K 5G4

Tel: (416) 752-9448 **Fax:** (416) 752-8101

Toll Free: 1-800-268-2222/1-800-668-0671

Web Address: www.nelson.com

Price: \$131.95

ISBN/Order No: 017-606-5814

Copyright: 1996



APPENDIX C

Cross-Curricular Interests

The three principles of learning stated in the introduction of this Integrated Resource Package (IRP) support the foundation of The Kindergarten to Grade 12 Education Plan. They have guided all aspects of the development of this document, including the curriculum outcomes, instructional strategies, assessment strategies, and learning resource evaluations.

In addition to these three principles, the Ministry of Education, Skills and Training wants to ensure that education in British Columbia is relevant, equitable, and accessible to all learners. In order to meet the needs of all learners, the development of each component of this document has been guided by a series of cross-curricular reviews. This appendix outlines the key aspects of each of these reviews. The information here is intended to guide the users of this document as they engage in school and classroom organization and instructional planning and practice.

The areas of cross-curricular interest are:

- Applied Focus in Curriculum
- Career Development
- English as a Second Language (ESL)
- Environment and Sustainability
- Aboriginal Studies
- Gender Equity
- Information Technology
- Media Education
- Multiculturalism and Anti-Racism
- Science-Technology-Society
- Special Needs

APPLIED FOCUS IN CURRICULUM

An applied focus combines the following components in curriculum development, consistent with the nature of each subject area:

Learning Outcomes—expressed as observable, measurable, and reportable abilities or skills

Employability Skills—inclusion of outcomes or strategies that promote skills that will enable students to be successful in the workplace (e.g., literacy, numeracy, critical and creative thinking, problem solving, technology, and information management)

Contextual Learning—an emphasis on learning by doing; the use of abstract ideas and concepts, including theories, laws, principles, formulae, rules, or proofs in a practical context (e.g., home, workplace, community)

Interpersonal Skills—inclusion of strategies that promote co-operative activities and teamwork

Career Development—inclusion of appropriate connections to careers, occupations, entrepreneurship, or the workplace

An applied focus in all subjects and courses promotes the use of practical applications to demonstrate theoretical knowledge. Using real-world and workplace problems and situations as a context for the application of theory makes school more relevant to students' needs and goals. An applied focus strengthens the link between what students need to know to function effectively in the workplace or in postsecondary education and what they learn in Kindergarten through Grade 12.

Some examples of an applied focus in different subjects are:

English Language Arts—increasing emphasis on language used in everyday situations and in the workplace, such as for job interviews, memo and letter writing, word processing, and technical communications (including the ability to interpret technical reports, manuals, tables, charts, and graphics)

Mathematics—more emphasis on skills needed in the workplace, including knowledge of probability and statistics, logic, measurement theory, and problem solving

Science—more practical applications and hands-on experience of science, such as reducing energy waste in school or at home, caring for a plant or animal in the classroom, and using computers to produce tables and graphs and for spreadsheets

Business Education—more emphasis on real-world applications such as preparing résumés and personal portfolios, participating in groups to solve business communication problems, using computer software to keep records, and using technology to create and print marketing material

Visual Arts—applying visual arts skills to real-world design, problem solving, and communications; exploring career applications of visual arts skills; experimenting with a variety of new technologies to create images; and a new emphasis on creating and understanding images of social significance to the community

This summary is derived from *The Kindergarten to Grade 12 Education Plan* (September 1994), and curriculum documents from British Columbia and other jurisdictions.

CAREER DEVELOPMENT

Career development is an ongoing process through which learners integrate their personal, family, school, work, and community experiences to facilitate career and lifestyle choices.

Students develop:

- an open attitude toward a variety of occupations and types of work
- an understanding of the relationship between work and leisure, work and the family, and work and one's interests and abilities

- an understanding of the role of technology in the workplace and in daily life
- an understanding of the relationship between work and learning
- an understanding of the changes taking place in the economy, society, and the job market
- an ability to construct learning plans and reflect on the importance of lifelong learning
- an ability to prepare for multiple roles throughout life

The main emphases of career development are career awareness, career exploration, career preparation, career planning, and career work experience.

In the Primary Years

Career awareness promotes an open attitude toward a variety of career roles and types of work. Topics include:

- the role of work and leisure
- relationships among work, the family, one's personal interests, and one's abilities

A variety of careers can be highlighted through the use of in-class learning activities that focus on the students themselves and on a range of role models, including non-traditional role models.

In Grades 4 to 8

The emphasis on self-awareness and career awareness is continued. Topics include:

- interests, aptitudes, and possible future goals
- technology in the workplace and in our daily lives
- social, family, and economic changes
- future education options
- career clusters (careers that are related to one another)
- lifestyles
- external influences on decision making

Games, role-playing, drama, and appropriate community volunteer experience can be used to help students actively explore the world of work. Field experiences in which students observe and interview workers in their occupational environments may also be appropriate. These learning activities will facilitate the development of interpersonal communications and group problem-solving skills needed in the workplace and in other life situations.

In Grades 9 and 10

The emphasis is on providing students with opportunities to prepare for and make appropriate and realistic decisions. In developing their student learning plans, they will relate self-awareness to their goals and aspirations. They will also learn many basic skills and attitudes that are required for an effective transition into adulthood. This will assist in preparing them to be responsible and self-directed throughout their lives.

Topics include:

- entrepreneurial education
- employability skills (e.g., how to find and keep a job)
- the importance of lifelong education and career planning
- involvement in the community
- the many different roles that an individual can play throughout life
- the dynamics of the working world (e.g., unions, unemployment, supply and demand, Pacific Rim, free trade)

The examination of personal interests and skills through a variety of career exploration opportunities (e.g., job shadowing) is emphasized at this level. Group discussion and individual consultation can be used to help students examine and confirm their personal values and beliefs.

In Grades 11 and 12

Career development in these grades is focussed more specifically on issues related to the world of work. These include:

- dynamics of the changing work force and changing influences on the job market (e.g., developing technology and economic trends)
- job-keeping and advancement skills (interpersonal skills needed in the workplace, employment standards)
- occupational health issues and accessing health support services
- funding for further education
- alternative learning strategies and environments for different life stages
- mandatory work experience (minimum 30 hours)

Work Experience

Work experience provides students with opportunities to participate in a variety of workplace situations to help prepare them for the transition to a work environment.

Work experience also provides students with opportunities to:

- connect what they learn in school with the skills and knowledge needed in the workplace and society in general
- experience both theoretical and applied learning, which is part of a broad liberal education
- explore career directions identified in their Student Learning Plans

Descriptions of career development are drawn from the ministry's *Career Developer's Handbook, Guidelines for the Kindergarten to Grade 12 Education Plan, Implementation Resource, Part 1*, and the *Career and Personal Planning 8 to 12 IRP* (1997).

ENGLISH AS A SECOND LANGUAGE (ESL)

ESL assistance is provided to students whose use of English is sufficiently different from standard English to prevent them from reaching their potential. Many students learning English speak it quite fluently and seem to be proficient. School, however, demands a more sophisticated version of English, both in reading and writing. Thus even fluent speakers might require ESL to provide them with an appropriate language experience that is unavailable outside the classroom. ESL is a transitional service rather than a subject. Students are in the process of learning the language of instruction and, in many cases, the content matter of subjects appropriate to their grade level. Thus ESL does not have a specific curriculum. The provincial curriculum is the basis of much of the instruction and is used to teach English as well as individual subject areas. It is the methodology, the focus, and the level of engagement with the curriculum that differentiates ESL services from other school activities.

Students in ESL

Nearly 10% of the British Columbia school population is designated as ESL students. These students come from a diversity of backgrounds. Most are recent immigrants to British Columbia. Some are Canadian-born but have not had the opportunity to learn English before entering the primary grades. The majority of ESL students have a well-developed language system and have had similar schooling to that of British Columbia-educated students. A small number, because of previous experiences, are in need of basic support such as literacy training, academic upgrading, and trauma counselling.

Teachers may have ESL students at any level in their classes. Many ESL students are placed in subject-area classes primarily for the purpose of contact with English-speaking peers and experience with the subject and language. Other ESL students are wholly integrated into subject areas. A successful integration takes place when the student has reached a level of English proficiency and background knowledge in a subject to be successful with a minimum of extra support.

Optimum Learning Environment

The guiding principle for ESL support is the provision of a learning environment where the language and concepts can be understood by students.

Good practices to enhance learning include:

- using real objects and simple language at the beginning level
- taking into consideration other cultural backgrounds and learning styles at any level
- providing adapted (language-reduced) learning materials
- respecting a student's "silent period" when expression does not reflect the level of comprehension
- allowing students to practise and internalize information before giving detailed answers
- differentiating between form and content in student writing
- keeping in mind the level of demand placed on students

This summary is drawn from *Supporting Learners of English: Information for School and District Administrators*, RB0032, 1993, and *ESL Policy Discussion Paper (Draft)*, Social Equity Branch, December 1994.

ENVIRONMENT AND SUSTAINABILITY

Environmental education is defined as a way of understanding how humans are part of and influence the environment. It involves:

- students learning about their connections to the natural environment through all subjects
- students having direct experiences in the environment, both natural and human-built
- students making decisions about and acting for the environment

The term *sustainability* helps to describe societies that “promote diversity and do not compromise the natural world for any species in the future.”

Value of Integrating Environment and Sustainability Themes

Integrating “environment and sustainability” themes into the curriculum helps students develop a responsible attitude toward caring for the earth. Students are provided with opportunities to identify their beliefs and opinions, reflect on a range of views, and ultimately make informed and responsible choices.

Some guiding principles that support the integration of “environment and sustainability” themes in subjects from Kindergarten to Grade 12 include:

- Direct experience is the basis of learning.
- Responsible action is integral to, and a consequence of, environmental education.
- Life on Earth depends on, and is part of, complex systems.
- Human decisions and actions have environmental consequences.
- Environmental awareness enables students to develop an aesthetic appreciation of the environment.

- The study of the environment enables students to develop an environmental ethic.

This summary is derived from *Environmental Concepts in the Classroom: A Guide for Teachers*, Ministry of Education, 1995.

ABORIGINAL STUDIES

Aboriginal studies focus on the richness and diversity of Aboriginal cultures and languages. These cultures and languages are examined within their own unique contexts and within historical, contemporary, and future realities. Aboriginal studies are based on a holistic perspective that integrates the past, present, and future. Aboriginal peoples are the original inhabitants of North America and live in sophisticated, organized, and self-sufficient societies. The First Nations constitute a cultural mosaic as rich and diverse as that of Western Europe, including different cultural groups (e.g., Nisga’a, KwaKwaka’Wakw, Nlaka’pamux, Secwepemc, Skomish, Tsimshian). Each is unique and has a reason to be featured in the school system. The First Nations of British Columbia constitute an important part of the historical and contemporary fabric of the province.

Value of Integrating Aboriginal Studies

- First Nations values and beliefs are durable and relevant today.
- There is a need to validate and substantiate First Nations identity.
- First Nations peoples have strong, dynamic, and evolving cultures that have adapted to changing world events and trends.
- There is a need to understand similarities and differences among cultures to create tolerance, acceptance, and mutual respect.

- There is a need for informed, reasonable discussion and decision making regarding First Nations issues, based on accurate information (for example, as modern treaties are negotiated by Canada, British Columbia, and First Nations).

In studying First Nations, it is expected that students will:

- demonstrate an understanding and appreciation for the values, customs, and traditions of First Nations peoples
- demonstrate an understanding of and appreciation for unique First Nations communications systems
- demonstrate a recognition of the importance of the relationship between First Nations peoples and the natural world
- recognize dimensions of First Nations art as a total cultural expression
- give examples of the diversity and functioning of the social, economic, and political systems of First Nations peoples in traditional and contemporary contexts
- describe the evolution of human rights and freedoms as they pertain to First Nations peoples

Some examples of curriculum integration include:

Visual Arts—comparing the artistic styles of two or more First Nations cultures

English Language Arts—analysing portrayals and images of First Nations peoples in various works of literature

Home Economics—identifying forms of food, clothing, and shelter in past and contemporary First Nations cultures

Technology Education—describing the sophistication of traditional First Nations technologies (e.g., bentwood or kerfed boxes, weaving, fishing gear)

Physical Education—participating in and developing an appreciation for First Nations games and dances

This summary is derived from *First Nations Studies: Curriculum Assessment Framework (Primary Through Graduation)*, Aboriginal Education Branch, 1992, and *B.C. First Nations Studies 12 Curriculum*, Aboriginal Education Branch, 1994.

GENDER EQUITY

Gender-equitable education involves the inclusion of the experiences, perceptions, and perspectives of girls and women, as well as boys and men, in all aspects of education. It will initially focus on girls in order to redress historical inequities. Generally, the inclusive strategies, which promote the participation of girls, also reach boys who are excluded by more traditional teaching styles and curriculum content.

Principles of Gender Equity in Education

- All students have the right to a learning environment that is gender equitable.
- All education programs and career decisions should be based on a student's interest and ability, regardless of gender.
- Gender equity incorporates a consideration of social class, culture, ethnicity, religion, sexual orientation, and age.
- Gender equity requires sensitivity, determination, commitment, and vigilance over time.
- The foundation of gender equity is co-operation and collaboration among students, educators, education organizations, families, and members of communities.

General Strategies for Gender-Equitable Teaching

- Be committed to learning about and practising equitable teaching.
- Use gender-specific terms to market opportunities—for example, if a technology fair has been designed to appeal to girls, mention girls clearly and specifically. Many girls assume that gender-neutral language in non-traditional fields means boys.
- Modify content, teaching style, and assessment practices to make non-traditional subjects more relevant and interesting for female and male students.
- Highlight the social aspects and usefulness of activities, skills, and knowledge.
- Comments received from female students suggest that they particularly enjoy integrative thinking; understanding context as well as facts; and exploring social, moral, and environmental impacts of decisions.
- When establishing relevance of material, consider the different interests and life experiences that girls and boys may have.
- Choose a variety of instructional strategies such as co-operative and collaborative work in small groups, opportunities for safe risk taking, hands-on work, and opportunities to integrate knowledge and skills (e.g., science and communication).
- Provide specific strategies, special opportunities, and resources to encourage students to excel in areas of study in which they are typically under-represented.
- Design lessons to explore many perspectives and to use different sources of information; refer to female and male experts.
- Manage competitiveness in the classroom, particularly in areas where male students typically excel.

- Watch for biases (e.g., in behaviour or learning resources) and teach students strategies to recognize and work to eliminate inequities they observe.
- Be aware of accepted gender-bias practices in physical activity (e.g., in team sport, funding for athletes, and choices in physical education programs).
- Do not assume that all students are heterosexual.
- Share information and build a network of colleagues with a strong commitment to equity.
- Model non-biased behaviour: use inclusive, parallel, or gender-sensitive language; question and coach male and female students with the same frequency, specificity, and depth; allow quiet students sufficient time to respond to questions.
- Have colleagues familiar with common gender biases observe your teaching and discuss any potential bias they may observe.
- Be consistent over time.

This summary is derived from the preliminary *Report of the Gender Equity Advisory Committee*, received by the Ministry of Education in February 1994, and from a review of related material.

INFORMATION TECHNOLOGY

Information technology is the use of tools and electronic devices that allow us to create, explore, transform, and express information.

Value of Integrating Information Technology

As Canada moves from an agricultural and industrial economy to the information age, students must develop new knowledge, skills, and attitudes. The information technology curriculum has been developed to be integrated into all new curricula to ensure that students know how to use computers and gain the technological literacy demanded in the workplace.

In learning about information technology, students acquire skills in information analysis and evaluation, word processing, database analysis, information management, graphics, and multimedia applications. Students also identify ethical and social issues arising from the use of information technology.

With information technology integrated into the curriculum, students will be expected to:

- demonstrate basic skills in handling information technology tools
- demonstrate an understanding of information technology structure and concepts
- relate information technology to personal and social issues
- define a problem and develop strategies for solving it
- apply search criteria to locate or send information
- transfer information from external sources
- evaluate information for authenticity and relevance
- arrange information in different patterns to create new meaning
- modify, revise, and transform information
- apply principles of design affecting the appearance of information
- deliver a message to an audience using information technology

The curriculum organizers are:

- **Foundations**—provides the basic physical skills and intellectual and personal understanding required to use information technology, as well as self-directed learning skills and socially responsible attitudes
- **Process**—allows students to select, organize, and modify information to solve problems

- **Presentation**—provides students with an understanding of how to communicate ideas effectively using a variety of information technology tools

This information is derived from the Information Technology K to 12 curriculum.

MEDIA EDUCATION

Media education is a multidisciplinary and interdisciplinary approach to the study of media. Media education deals with key media concepts and focusses on broad issues such as the history and role of media in different societies and the social, political, economic, and cultural issues related to the media. Instead of addressing the concepts in depth, as one would in media studies, media education deals with most of the central media concepts as they relate to a variety of subjects.

Value of Integrating Media Education

Popular music, TV, film, radio, magazines, computer games, and information services—all supplying media messages—are pervasive in the lives of students today. Media education develops students' abilities to think critically and independently about issues that affect them. Media education encourages students to identify and examine the values contained in media messages. It also cultivates the understanding that these messages are produced by others to inform, persuade, and entertain for a variety of purposes. Media education helps students understand the distortions that may result from the use of particular media practices and techniques.

All curriculum areas provide learning opportunities for media education. It is not taught as a separate curriculum.

The key themes of media education are:

- media products (purpose, values, representation, codes, conventions, characteristics, production)
- audience interpretation and influence (interpretation, influence of media on audience, influence of audience on media)
- media and society (control, scope)

Examples of curriculum integration include:

English Language Arts—critiquing advertising and examining viewpoints

Visual Arts—analysing the appeal of an image by age, gender, status, and other characteristics of the target audience

Personal Planning—examining the influence of the media on body concepts and healthy lifestyle choices

Drama—critically viewing professional and amateur theatre productions, dramatic films, and television programs to identify purpose

Social Studies—comparing the depiction of First Nations in the media over time

This summary is derived from *A Cross-Curricular Planning Guide for Media Education*, prepared by the Canadian Association for Media Education for the Curriculum Branch in 1994.

MULTICULTURALISM AND ANTI-RACISM EDUCATION

Multiculturalism Education

Multiculturalism education stresses the promotion of understanding, respect, and acceptance of cultural diversity within our society.

Multiculturalism education involves:

- recognizing that everyone belongs to a cultural group
- accepting and appreciating cultural diversity as a positive feature of our society

- affirming that all ethnocultural groups are equal within our society
- understanding that multiculturalism education is for all students
- recognizing that similarities across cultures are much greater than differences and that cultural pluralism is a positive aspect in our society
- affirming and enhancing self-esteem through pride in heritage, and providing opportunities for individuals to appreciate the cultural heritage of others
- promoting cross-cultural understanding, citizenship, and racial harmony

Anti-Racism Education

Anti-racism education promotes the elimination of racism through identifying and changing institutional policies and practices as well as identifying individual attitudes and behaviours that contribute to racism.

Anti-racism education involves:

- proposing the need to reflect on one's own attitudes about race and anti-racism
- understanding what causes racism in order to achieve equality
- identifying and addressing racism at both the personal and institutional level
- acknowledging the need to take individual responsibility for eliminating racism
- working toward removing systemic barriers that marginalize groups of people
- providing opportunities for individuals to take action to eliminate all forms of racism, including stereotypes, prejudice, and discrimination

Value of Integrating Multiculturalism and Anti-Racism Education

Multiculturalism and anti-racism education provides learning experiences that promote strength through diversity and social,

economic, political, and cultural equity. Multiculturalism and anti-racism education gives students learning experiences that are intended to enhance their social, emotional, aesthetic, artistic, physical, and intellectual development. It provides learners with the tools of social literacy and skills for effective cross-cultural interaction with diverse cultures. It also recognizes the importance of collaboration between students, parents, educators, and communities working toward social justice in the education system.

The key goals of multiculturalism and anti-racism education are:

- to enhance understanding of and respect for cultural diversity
- to increase creative intercultural communication in a pluralistic society
- to provide equal opportunities for educational achievement by all learners, regardless of culture, national origin, religion, or social class
- to develop self-worth, respect for oneself and others, and social responsibility
- to combat and eliminate stereotyping, prejudice, discrimination, and other forms of racism
- to include the experiences of all students in school curricula

Examples of curriculum integration include:

Fine Arts—identifying ways in which the fine arts portray cultural experiences

Humanities—identifying similarities and differences within cultural groups' lifestyles, histories, values, and beliefs

Mathematics or Science—recognizing that individuals and cultural groups have used both diverse and common methods to compute, to record numerical facts, and to measure

Physical Education—developing an appreciation of games and dances from diverse cultural groups

This summary is derived from *Multicultural and Anti-Racism Education—Planning Guide (Draft)*, developed by the Social Equity Branch in 1994.

SCIENCE-TECHNOLOGY-SOCIETY

Science-Technology-Society (STS) addresses our understanding of inventions and discoveries and of how science and technology affect the well-being of individuals and our global society.

The study of STS includes:

- the contributions of technology to scientific knowledge and vice versa
- the notion that science and technology are expressions of history, culture, and a range of personal factors
- the processes of science and technology such as experimentation, innovation, and invention
- the development of a conscious awareness of ethics, choices, and participation in science and technology

Value of Integrating STS

The aim of STS is to enable learners to investigate, analyse, understand, and experience the dynamic interconnection of science, technology, and human and natural systems.

The study of STS in a variety of subjects gives students opportunities to:

- discover knowledge and develop skills to foster critical and responsive attitudes toward innovation
- apply tools, processes, and strategies for actively challenging emerging issues
- identify and consider the evolution of scientific discovery, technological change, and human understanding over time, in the context of many societal and individual factors

- develop a conscious awareness of personal values, decisions, and responsible actions about science and technology
- explore scientific processes and technological solutions
- contribute to responsible and creative solutions using science and technology

The organizing principles of STS are: Human and Natural Systems, Inventions and Discoveries, Tools and Processes, Society and Change. Each organizer may be developed through a variety of contexts, such as the economy, the environment, ethics, social structures, culture, politics, and education. Each context provides a unique perspective for exploring the critical relationships that exist and the challenges we face as individuals and as a global society.

Examples of curriculum integration include:

Visual Arts—recognizing that demands generated by visual artists have led to the development of new technologies and processes (e.g., new permanent pigments, fritted glazes, drawing instruments)

English Language Arts—analysing the recent influence of technologies on listening, speaking, and writing (e.g., CDs, voice mail, computer-generated speech)

Physical Education—studying how technology has affected our understanding of the relationship between activity and well-being

This summary is derived from *Science-Technology-Society—A Conceptual Framework*, Curriculum Branch, 1994.

SPECIAL NEEDS

Students with special needs have disabilities of an intellectual, physical, sensory, emotional, or behavioural nature; or have learning disabilities; or have exceptional gifts or talents.

All students can benefit from an inclusive learning environment that is enriched by the diversity of the people within it. Opportunities for success are enhanced when provincial learning outcomes and resources are developed with regard for a wide range of student needs, learning styles, and modes of expression.

Educators can assist in creating more inclusive learning environments by introducing the following:

- activities that focus on development and mastery of foundational skills (basic literacy)
- a range of co-operative learning activities and experiences in the school and community, including the application of practical, hands-on skills in a variety of settings
- references to specialized learning resources, equipment, and technology
- ways to accommodate special needs (e.g., incorporating adaptations and extensions to content, process, product, pacing, and learning environment; suggesting alternative methodologies or strategies; making references to special services)
- a variety of ways, other than through paper-and-pencil tasks, for students to demonstrate learning (e.g., dramatizing events to demonstrate understanding of a poem, recording observations in science by drawing or by composing and performing a music piece)
- promotion of the capabilities and contributions of children and adults with special needs
- participation in physical activity

All students can work toward achievement of the provincial learning outcomes. Many students with special needs learn what all students are expected to learn. In some cases

the student's needs and abilities require that education programs be adapted or modified. A student's program may include regular instruction in some subjects, modified instruction in others, and adapted instruction in still others. Adaptations and modifications are specified in the student's Individual Education Plan (IEP).

Adapted Programs

An adapted program addresses the learning outcomes of the prescribed curriculum but provides adaptations so the student can participate in the program. These adaptations may include alternative formats for resources (e.g., braille, books-on-tape), instructional strategies (e.g., use of interpreters, visual cues, learning aids), and assessment procedures (e.g., oral exams, additional time). Adaptations may also be made in areas such as skill sequence, pacing, methodology, materials, technology, equipment, services, and setting. Students on adapted programs are assessed using the curriculum standards and can receive full credit.

Modified Programs

A modified program has learning outcomes that are substantially different from the prescribed curriculum and specifically selected to meet the student's special needs. For example, a Grade 5 student in language arts may be working on recognizing common signs and using the telephone, or a secondary student could be mapping the key features of the main street between school and home. A student on a modified program is assessed in relation to the goals and objectives established in the student's IEP.



APPENDIX D

Assessment and Evaluation

Prescribed learning outcomes, expressed in measurable terms, provide the basis for the development of learning activities, and assessment and evaluation strategies. After a general discussion of assessment and evaluation, this appendix uses sample evaluation plans to show how activities, assessment, and evaluation might come together in a particular business education program.

ASSESSMENT AND EVALUATION

Assessment is the systematic gathering of information about what students know, are able to do, and are working toward.

Assessment methods and tools include: observation, student self-assessments, daily practice assignments, quizzes, samples of student work, pencil-and-paper tests, holistic rating scales, projects, oral and written reports, performance reviews, and portfolio assessments.

Student performance is evaluated from the information collected through assessment activities. Teachers use their insight, knowledge about learning, and experience with students, along with the specific criteria they establish, to make judgments about student performance in relation to prescribed learning outcomes.

Students benefit most when evaluation is provided on a regular, ongoing basis. When evaluation is seen as an opportunity to promote learning rather than as a final judgment, it shows learners their strengths and suggests how they can develop further. Students can use this information to redirect efforts, make plans, and establish future learning goals.

Evaluation may take different forms, depending on the purpose.

- Criterion-referenced evaluation should be used to evaluate student performance in classrooms. It is referenced to criteria based on learning outcomes described in the provincial curriculum. The criteria reflect a student's performance based on specific learning activities. When a student's program is substantially modified, evaluation may be referenced to individual goals. These modifications are recorded in an Individual Education Plan (IEP).
- Norm-referenced evaluation is used for large-scale system assessments; it is not to be used for classroom assessment. A classroom does not provide a large enough reference group for a norm-referenced evaluation system. Norm-referenced evaluation compares student achievement to that of others rather than comparing how well a student meets the criteria of a specified set of learning outcomes.

CRITERION-REFERENCED EVALUATION

In criterion-referenced evaluation, a student's performance is compared to established criteria rather than to the performance of other students. Evaluation referenced to prescribed curriculum requires that criteria are established based on the learning outcomes listed under the curriculum organizers for Business Education 8 to 10.

Criteria are the basis of evaluating student progress; they identify the critical aspects of a performance or a product that describe in specific terms what is involved in meeting the learning outcomes. Criteria can be used to evaluate student performance in relation to learning outcomes. For example, weighting criteria, using rating scales, or performance rubrics (reference sets) are three ways that student performance can be evaluated using criteria.

Samples of student performance should reflect learning outcomes and identified criteria. The samples clarify and make explicit the link between evaluation and learning outcomes, criteria, and assessment.

Where a student's performance is not a product, and therefore not reproducible, a description of the performance sample should be provided.

Criterion-referenced evaluation may be based on these steps:

- Step 1** ▶ Identify the expected learning outcomes (as stated in this Integrated Resource Package).
- Step 2** ▶ Identify the key learning objectives for instruction and learning.
- Step 3** ▶ Establish and set criteria. Involve students, when appropriate, in establishing criteria.
- Step 4** ▶ Plan learning activities that will help students gain the knowledge or skills outlined in the criteria.
- Step 5** ▶ Prior to the learning activity, inform students of the criteria against which their work will be evaluated.
- Step 6** ▶ Provide examples of the desired levels of performance.
- Step 7** ▶ Implement the learning activities.
- Step 8** ▶ Use various assessment methods based on the particular assignment and student.
- Step 9** ▶ Review the assessment data and evaluate each student's level of performance or quality of work in relation to criteria.
- Step 10** ▶ Where appropriate or necessary, assign a letter grade that indicates how well the criteria are met.
- Step 11** ▶ Report the results of the evaluations to students and parents.

COMPUTER-RELATED PERFORMANCE STANDARDS

The instructional strategies provided in the body of this IRP suggest word-processing activities and goals to help students build skills in this area. This section provides criteria to assist teachers with the assessment and evaluation of skills relating to ergonomics, touch keyboarding, and document preparation.

Specifically, this section contains performance standards associated with the following components:

Ergonomics

- posture
- keying techniques
- environment

Touch Keyboarding

- speed
- accuracy
- formatting and editing

Document Production

Workstation

- hardware
- software

The performance standards that are described in this section can be used to assist in the development of teaching strategies, the assessment process, and the evaluation of performance and proficiency in using computer technology. They can be applied independently to computer-related tasks and to more broadly based assessment activities, such as those described in the four samples in this appendix. The information can also assist teachers in providing feedback to students, setting letter grades, and reporting to parents.

Ergonomics

In the business education classroom, teachers need to be aware of safety considerations from an ergonomics perspective. Improper technique and body position with respect to the keyboard, monitor, chair, and floor may lead to physical injury. Teachers must continue to model proper technique and to diligently monitor students' posture and use of computer hardware.

Posture

- sit one hand-span from the keyboard
- centre body with the *B* key
- keep shoulders square to the keyboard
- place feet flat on floor, with one foot slightly ahead of the other
- keep back against chair, leaning a bit forward from the waist
- let elbows hang loosely near sides
- keep forearms parallel with the slant of the keyboard

Keying Techniques

- curve fingers lightly on the home keys (left index finger on *F*, right index finger on *J*)
- keep right thumb positioned over the space bar
- place palms just off surface of keyboard frame
- use quick snap stroke
- maintain low, relaxed wrists
- maintain steady, relaxed pace; stroke all keys with the same pressure

Environment

- work area is clear of unnecessary material
- material is in comfortable viewing position
- computer screen and keyboard are at appropriate height and visual angle for the student (top of monitor in horizontal line with eyes)
- room has low-glare lighting
- use of stenographic chairs or equivalent (adjustable)

Touch Keyboarding

Speed

Students entering Grade 8, who have had previous instruction in business education and touch keyboarding, are expected to work toward and attempt to exceed 20 to 25 words per minute (wpm) with accuracy. They will have been taught correct keying techniques and will have a basic understanding of ergonomic principles. They will have had the opportunity to use touch keyboarding in the production of some correspondence, such as writing thank-you letters to local businesses or guest speakers.

Students who meet the keyboarding goals in grades 8 through 10 will be striving for and attempting to exceed 45 to 50 wpm with

accuracy. These values are guidelines only; it is expected that teachers will adjust performance standards to meet individual student needs. The performance standards in this appendix support this goal.

Students will be offered further keyboard instruction and employability skills development if they elect Grade 11 and Grade 12 courses that have entry-level standards of 45 to 50 wpm. In these courses, students will have a goal of 60 to 65 wpm, the minimum performance level that is currently expected in the workplace.

It is expected that students will work toward meeting and exceeding the standards shown in the WPM Rating Scale.

WPM Rating Scale

		Grade 8	Grade 9	Grade 10
%	Rating Scale	Level I	Level II	—
100	5	30+	40+	50+
95	4.75	29	39	49
90	4.5	28	38	48
85	4.25	27	37	47
80	4	26	36	46
75	3.75	25	35	45
70	3.5	24	34	44
65	3.25	23	33	43
60	3	22	32	42
55	2.75	21	31	41
50	2.5	20	30	40
45	2.25	—	—	—
40	2	—	—	—
35	1.75	—	—	—

Note: Accuracy goal is a maximum of one error per minute, tested on a timed test. Minimum testing duration is five minutes.

Accuracy

Many methods can be used to calculate words per minute. Teachers are advised to find a method that will work well with the performance standards. (e.g., Error cutoff computes speed scores on timed writings for which the gross number of words counted consists of all words typed up to a stated error ceiling. Suggested ceiling is one error per minute.)

Formatting and Editing

The formatting and editing aspects of performance evaluation are summarized in the following table. This material can form part of a wider set of criteria on which to base an evaluation of student performance. For example, the following table may be used as:

- a checklist of criteria for completion of assignments
- a student self-check prior to evaluation
- a teacher evaluation tool

Performance Evaluation of Production Work

Demonstrates Initiative	_____
Accuracy	
• no mistakes	_____
• less than five	_____
• more than five	_____
Instructions	
• followed all	_____
• followed some	_____
• did not follow	_____
Formatting	
• appropriate style	_____
• consistent	_____
• appropriate use of software features	_____
Editing	
• accurate spelling	_____
• correct grammar	_____
• correct punctuation	_____
Completion	
• complete	_____
• mostly done	_____
• somewhat done	_____
• not done	_____
Attractive Presentation	_____

Document Production

The following are examples of documents suitable for practice, assignment, and testing at each grade level. (These examples become part of the performance standards associated with touch keyboarding.) Documents should become more complex as students develop their skills and progress through the grades. Also, documents introduced in previous grades should continue to be practised in subsequent levels (résumés in particular).

Grade 8

- memos
- letters
- reports
- two-column tables
- student writing, composed at keyboard

Grade 9

- résumés
- outlines
- bibliographies
- multicolumn tables
- lists

Grade 10

- résumés
- business forms
- legal documents

Workstation

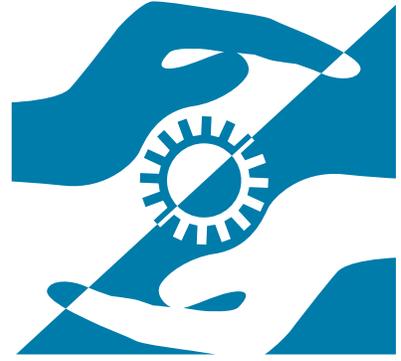
Students' familiarity and proficiency with computer equipment is integral to their skill development. Teachers should assess students' entry-level computer skills and ensure that all students are given sufficient introduction to the use and maintenance of computer hardware and software. The following skills represent performance standards for students at all levels.

Hardware

- identify components
- troubleshoot difficulties
- respect equipment

Software

- choose appropriate software for the task
- use electronic file management (e.g., save, retrieve, back up)
- print documents



APPENDIX D

Assessment and Evaluation Samples

The samples in this section show how a teacher might link criteria to learning outcomes. Each sample is based on prescribed learning outcomes taken from one or more organizers. The samples provide background information to explain the classroom context; suggested instruction tasks and strategies; the tools and methods used to gather assessment information; and the criteria used to evaluate student performance.

HOW THE SAMPLES ARE ORGANIZED

There are five parts to each sample:

- identification of the prescribed learning outcomes
- overview
- planning for assessment and evaluation
- defining the criteria
- assessing and evaluating student performance

Prescribed Learning Outcomes

This part identifies the organizer or organizers and the specific prescribed learning outcomes selected for the sample.

Overview

This is a summary of the key features of the sample.

Planning for Assessment and Evaluation

This part outlines:

- background information to explain the classroom context
- instructional tasks
- the opportunities that students were given to practise learning
- the feedback and support that was offered students by the teacher
- the ways in which the teacher prepared students for the assessment

Defining the Criteria

This part illustrates the specific criteria, which are based on prescribed learning outcomes, the assessment task, and various reference sets.

Assessing and Evaluating Student Performance

This part includes:

- assessment tasks or activities
- the support that the teacher offered students
- tools and methods used to gather the assessment information
- the way the criteria were used to evaluate the student performance

EVALUATION SAMPLES

The samples on the following pages illustrate how a teacher might apply criterion-referenced evaluation in Business Education 8 to 10.

- Sample 1: Grade 8
The Local Entertainment and Leisure Industry
(Page D-14)
- Sample 2: Grade 9
Decision Making in the Marketplace
(Page D-19)
- Sample 3: Grade 9
Comparing Economic Systems
(Page D-23)
- Sample 4: Grade 10
Planning a Business
(Page D-27)

▼ **SAMPLE 1: GRADE 8**

Topic: *The Local Entertainment and Leisure Industry*

Prescribed Learning Outcomes:*Business Communication*

It is expected that students will:

- use appropriate communication tools and skills needed for business and the workplace
- outline ways that businesses communicate information regarding copyright, potential risks, and products or services

Economics

It is expected that students will:

- outline the effects on a local economy of changes both in consumer needs and wants and in the supply of and demand for resources

Marketing

It is expected that students will:

- explain how marketing practices within the marketing mix affect consumers
- describe the channels of distribution involved in the flow of products and services from producer to consumer

Entrepreneurship

It is expected that students will:

- explain the role of entrepreneurs in economies
- describe entrepreneurial skills and attributes applicable to a variety of work environments

OVERVIEW

The teacher developed a unit that allowed students to explore the marketing strategies used by individuals, groups, and businesses in the arts, entertainment, and leisure (sports, fashion) industries. The unit provided opportunities for students to develop business communication skills, explore marketing practices, and examine entrepreneurial activities. Evaluation was based on:

- interview questions
- letters requesting interviews
- class presentations

PLANNING FOR ASSESSMENT AND EVALUATION

- Each student selected an area of interest in the arts, entertainment, or leisure industry and conducted preliminary research about the business field, including jobs available, products or services provided, customers, and the needs or wants they fulfil. Students used this information to identify roles to study and to find out how they would market themselves in-role (e.g., sailboarding instructor, rock climber, art gallery curator, rock band member, casting director, hockey player, photographer, graphic artist, computer game designer).
- The teacher then worked with students to develop a framework for interview questions. Students used the framework to design their own interview questions.
- Students arranged interviews with other students (who role-played sailboarding instructors, casting directors, and so on). Each contacted the interviewee to set up an interview and followed up with a letter of introduction that explained the purpose of the interview, the type of information he or she hoped to gather, and a copy of the interview questions.

- Before students conducted the interviews, the teacher reviewed basic interviewing techniques with the class. When students conducted their interviews, they recorded the information and later transcribed the important points.
- Students used their research and interview findings to develop class presentations. Each presentation included an overview of the industry, the role the person plays in the industry, and how the individual markets her- or himself within the industry and for the public. The teacher also asked students to include examples of the marketing materials used by the individual and information about the educational requirements for the occupation. The teacher encouraged students to use various audio-visual aids to enhance their presentations.

DEFINING THE CRITERIA

The teacher reviewed the prescribed learning outcomes, explained the requirements of each task, and discussed key criteria with students.

Interview Questions

To what extent does the student:

- ask questions that are clear and progress logically
- follow the framework for interviews
- develop questions that reflect an understanding of the purpose of the interview, which is to gather information about:
 - the industry
 - the type of work the person does
 - the education and skills that are required
 - how the individual or business is promoted within the industry
 - consumer wants or needs related to the products or services the person or business offers

Letter Requesting an Interview

To what extent does the student:

- communicate information in a businesslike manner
- follow an appropriate business-letter format
- use correct spelling, grammar, and punctuation

Class Presentation

To what extent does the student:

- use appropriate communication tools to present information in an organized, visually appealing, and enticing manner
- understand the industry
- understand the role the person interviewed plays in the industry
- understand marketing, economics, and entrepreneurship concepts
- identify consumer wants and needs related to the products or services the individual or business provides
- include examples of marketing material and discuss how they relate to the promotion and distribution of products and services
- describe educational and skill requirements

ASSESSING AND EVALUATING STUDENT PERFORMANCE

The teacher evaluated students' work using checklists and rating scales. Students had copies of the checklists and rating scales as they worked.

Interview Questions

Criteria	Rating
<ul style="list-style-type: none"> • questions progress logically from one idea to the next 	4 3 2 1 0
<ul style="list-style-type: none"> • questions reflect an understanding of the industry and the type of work the person does 	4 3 2 1 0
<ul style="list-style-type: none"> • questions are open-ended (e.g., elicit more than just yes or no responses) 	4 3 2 1 0
<ul style="list-style-type: none"> • interview schedule follows framework for interviews and includes questions to: <ul style="list-style-type: none"> - gather background information about the person, his or her job, the skills required for the job, and educational requirements - gather details about the business or industry - gather examples of the various ways the person promotes him- or herself (if applicable) or the way the business is promoted within the industry - find out about obstacles to finding work in the business and how they are overcome - find out consumer wants or needs related to the products or services the person or business offers 	4 3 2 1 0 4 3 2 1 0 4 3 2 1 0 4 3 2 1 0 4 3 2 1 0
<p>Comments:</p>	

- Key:** 4—Strong
 3—Competent
 2—Satisfactory
 1—Minimal
 0—Insufficient

Letter Requesting an Interview

Rating	Criteria
Outstanding	<p><i>The letter is well organized, polite, direct, and purposeful.</i></p> <ul style="list-style-type: none"> • student introduces self at the outset • purpose of the letter is clearly stated early in the first paragraph • clearly describes the type of information the student hopes to gain from the interview • follows appropriate business-letter format • uses correct spelling, grammar, punctuation, and sentence structure • written in a manner that will elicit response from recipient
Good	<p><i>The letter is clearly organized and polite, and the intent is obvious.</i></p> <ul style="list-style-type: none"> • student introduces self and purpose for writing the letter • generally reflects business-letter format, but may have some errors • spelling, grammar, punctuation, and sentence structure errors do not obscure the letter's intent • written in a manner that will likely elicit response from recipient
Satisfactory	<p><i>The letter is polite and the intent is obvious, although it may be clouded by poor organization.</i></p> <ul style="list-style-type: none"> • student introduces self, but this may not occur at the outset • purpose may be unclear or merely implied • may be unbusinesslike, informal, or casual • may have some technical errors, but is generally readable; reader may have to reread sections to understand meaning • lack of clarity may confuse recipient about expected response
Needs Improvement	<p><i>The student has not completed requirements of the assignment.</i></p>

Class Presentation

Criteria	Rating	Comment
<p>Presentation:</p> <ul style="list-style-type: none"> • well organized and logically presented 		
<ul style="list-style-type: none"> • visually appealing (uses a variety of visual aids and technologies) 		
<ul style="list-style-type: none"> • interesting and engaging (flows smoothly, uses a variety of ways to convey information) 		
<p>Content:</p> <ul style="list-style-type: none"> • provides an overview of the industry, including its role in the economy 		
<ul style="list-style-type: none"> • describes the role the person (or business) plays in the industry 		
<ul style="list-style-type: none"> • discusses how the person (or business) is marketed within the industry and to the public 		
<ul style="list-style-type: none"> • includes examples of the types of resources the individual uses to market the services or products 		
<ul style="list-style-type: none"> • relates marketing efforts to the promotion and distribution of products and services 		
<ul style="list-style-type: none"> • identifies consumer wants and needs related to the products or services the person or business provides 		
<ul style="list-style-type: none"> • uses economic, marketing, and entrepreneurship vocabulary and concepts accurately 		
<ul style="list-style-type: none"> • identifies educational and skill requirements 		

- Key:** 4—Outstanding
 3—Good
 2—Satisfactory
 1—Needs Improvement

▼ **SAMPLE 2: GRADE 9**

Topic: *Decision Making in the Marketplace*

Prescribed Learning Outcomes:

Business Communication

It is expected that students will:

- create effective business communications by integrating a variety of technologies

Economics

It is expected that students will:

- analyse the effects of competition in the marketplace

Marketing

It is expected that students will:

- describe the elements of marketing research
- evaluate the social implications of advertising
- select and develop a promotional mix for a product or service

OVERVIEW

The teacher developed a unit to assess students' understanding of marketing practices and the role of marketing in consumer purchase decisions. Evaluation was based on:

- oral presentations, including a taste test and product and marketing descriptions
- packaging/marketing evaluations

PLANNING FOR ASSESSMENT AND EVALUATION

- The teacher provided students with a review of marketing theory related to the four P's of marketing: product, pricing, place, and promotion. The teacher then

introduced the concept of the promotional mix: advertising, publicity, sales promotion, and selling.

- Students worked in pairs to examine the distribution channels and marketing strategies of two competing products. For the study, each pair chose a brand-name food product that would interest other students in the class, then selected a competing no-name or store-brand food product.
- The pairs then developed class presentations to outline the promotional mix used for each of their products. Students planned their presentations with their partners, each taking responsibility for one of the products. The pairs visited several stores to examine packaging, displays, and pricing for each product. They gathered examples of advertising and other promotional materials, and researched and compared the marketing and distribution processes for different products. Each pair also used a variety of research resources and strategies (library; the Internet; and other business communications, such as e-mail, fax, business letters).
- For each presentation, the pairs brought samples of their products and conducted a blind taste test with the class. Students could choose not to participate in the taste test. Following the taste test, each member of the pair shared research findings for one product (without revealing product names). Then students unveiled the product packaging.
- After the presentations, students submitted written evaluations in which they: evaluated the effect of current advertising and marketing strategies on consumer decision making and product

competitiveness; examined the effectiveness of the marketing strategies used for their chosen products; suggested changes to the promotional mix in order to increase consumer demand for the products; and provided support for their suggestions.

DEFINING THE CRITERIA

The teacher reviewed the prescribed learning outcomes, explained the requirements of each task, and discussed key criteria with students.

Oral Presentation

Presentation

To what extent do students:

- use a variety of communication technologies to gather and present information
- use communication technologies effectively to enhance presentation
- present information clearly and in a logical sequence
- ensure validity of the taste test

Product and Marketing Description

To what extent does the student:

- present information clearly
- identify the product's competitors
- clearly present information about the product's promotional mix

Packaging/Marketing Evaluation

To what extent does the student:

- present information clearly and logically
- accurately refer to components of the promotional mix
- link marketing approaches to factors that influence consumer demand for the product
- justify suggestions

ASSESSING AND EVALUATING STUDENT PERFORMANCE

The teacher evaluated students' demonstrations of the learning outcomes using rating scales. Students had copies of the scales as they prepared their work.

The teacher assigned both partners the same mark using criteria related to the overall presentation, and evaluated individual students' presentations using criteria for the product and marketing descriptions.

Oral Presentation

Presenter: _____ Partner: _____

Product: _____

Overall Presentation

Criteria	Rating	Comments
• uses a variety of communication tools and processes		
• communication tools effectively enhance meaning		
• information is clearly presented		
• ideas flow logically from one to the next		
• processes are in place to ensure valid research results		

Product and Marketing Description

Criteria	Rating	Comments
• presents information clearly:		
- logically organized		
- uses appropriate vocabulary		
- speaks fluently; makes eye contact		
• identifies and describes the product's competitors		
• provides details about the product's promotional mix (including advertising, publicity, sales promotion, and sales)		
• describes effect of competition on product's promotional mix		

- Key:** 5—Strong; criteria fully demonstrated.
 4—Competent; criteria adequately demonstrated.
 3—Developing; criteria partially demonstrated.
 2—Limited; some evidence of criteria.
 1—Not evident.

Packaging/Marketing Evaluation

Rating	Criteria
Outstanding	Goes beyond the task requirements to provide details and explanations of the concepts presented. The information is relevant, accurate, clear, and logically organized. Shows an in-depth understanding of the promotional mix and how advertising, publicity, sales promotion, and sales influence consumer purchase decisions. Links marketing approaches to factors that influence consumer demand for the product. Synthesizes information from the lessons and other sources in order to provide a reasoned justification for proposed changes.
Good	Provides relevant details and explanations of the concepts presented. Information is clearly presented, accurate, and well organized. Shows an understanding of the promotional mix and relates it to consumer decisions and demands. Relates suggested changes to the promotional mix to appropriate marketing concepts and consumer demands.
Satisfactory	Provides relevant and appropriate basic information, although presentation may lack organization or clarity. Understands basic concepts of the promotional mix and relates them to consumer decisions and demand (not always accurately). Suggestions may be justified, but the justification may not be related to relevant marketing concepts or consumer demands.
Needs Improvement	Has not completed requirements of the assignment.

▼ **SAMPLE 3: GRADE 9**

Topic: *Comparing Economic Systems*

Prescribed Learning Outcomes:

Business Communication

It is expected that students will:

- create effective business communications by integrating a variety of technologies

Finance

It is expected that students will:

- use basic record-keeping practices for financial management

Economics

It is expected that students will:

- analyse the effects of competition in the marketplace
- explain how factors of production including land, labour, capital, and entrepreneurship affect business decision making
- outline methods of resource allocation in various economic systems

OVERVIEW

The teacher developed a unit that allowed students to investigate the principles of economic systems. The unit also provided opportunities to assess students' group communication and problem-solving skills. Evaluation was based on:

- group presentation stations
- individual responses to issues

PLANNING FOR ASSESSMENT AND EVALUATION

- The teacher provided instruction about political-economic systems and described how ownership of property, consumer choice, competition, and government interference differed in the different systems.
- The teacher provided the following scenario: Humans have set up a space colony and want to develop a trading relationship with aliens in the same region. Students were then divided into groups, and each group brainstormed and described at least three options for political and economic relations. The teacher asked each group to select one option to develop, justify its choice, and develop a presentation station to illustrate the system. They were asked to include details about the currency; principles of trade; and distribution of wealth, food, labour, and education in their systems.
- Students used a variety of resources to develop their ideas (e.g., science-fiction movies, television shows, and stories; the Internet and CD-ROMs; classroom and library resources) and included written, audio, and visual materials in their presentations.
- To view the presentation stations, the teacher arranged students in touring groups. Each touring group was comprised of one member from each of the original groups. As students rotated from station to station, each had an opportunity to present at his or her group's station and to view all of the other groups' economic systems.

- Following the tour, the teacher provided each group with two issues to challenge the economic system it had developed (e.g., there is a drought on planet X, resulting in a shortage of Y; the inhabitants of planet M think that something you throw out is very valuable; one group suggests that tax dollars unfairly benefit another group). Students worked independently to describe how the issues would impact their group’s economic systems, suggest modifications to their systems to address the issues, and justify their solutions.

DEFINING THE CRITERIA

The teacher reviewed the prescribed learning outcomes, explained the requirements of each task, and discussed the key criteria with students.

Presentation Station

To what extent does the group:

- develop a presentation that fulfills the intended purpose
- develop a well-organized and easy-to-understand presentation
- use several media to present ideas
- use spreadsheets to display financial information
- define the currency in relation to the value of various trade items (resources)
- use political and economic concepts accurately to describe the selected system

Individual Response to Issues

To what extent is the student able to:

- organize ideas clearly and logically
- identify the economic implications of each issue
- use economic terminology to describe the problem associated with each issue and relate the issue to the economic principles it affects
- develop and justify a solution based on economic and social principles

ASSESSING AND EVALUATING STUDENT PERFORMANCE

The teacher evaluated students’ demonstrations of the learning outcomes using checklists and rating scales. Students had copies of the scales as they prepared their work.

For the presentations, the teacher assessed both the individual elements of the presentation stations and the stations’ overall effectiveness. Students used a similar approach for peer evaluations.

Presentation Station

Group: _____

Title of the Economic System: _____

Specific Features

Criteria	Rating
• well organized, and neatly and creatively presented	
• uses several media to present ideas	
• spreadsheets display financial information	
• defines currency in relation to the value of various trade items	
• uses political and economic concepts appropriately to describe the selected system, including:	
- allocation of resources	
- degree of choice	
- degree of competition in the marketplace	
- degree of government interference	
Key: 4—Outstanding, 3—Good, 2—Satisfactory, 1—Needs Improvement	

Overall Presentation

Rating	Criteria
Outstanding	Goes beyond what is required to achieve the goal. Presentation is creative and uses a variety of media to convey ideas effectively. System is well conceived and developed, using economic and political concepts accurately.
Good	Includes all elements necessary to fulfil the purpose. Presentation is clear and understandable. Uses a variety of media to convey ideas effectively, and uses economic and political concepts accurately.
Satisfactory	Adequately fulfils the purpose. Although some elements may be missing, the presentation is clear and understandable. Uses several media to convey ideas, and uses economic and political concepts in appropriate contexts.
Needs Improvement	Has not completed the requirements of the assignment.

**Comments/
Suggestions:**

Individual Response to Issues

Rating	Criteria
Outstanding	The response demonstrates an extended understanding of economic principles and concepts. The response demonstrates the student's comfort with discussing and evaluating the economic implications of each issue as it relates to the group's economic system. The student includes an effective analysis of the economic principles that each issue affects, fully discusses the implications of each issue, and evaluates the pros and cons of possible solutions to the problem using appropriate terminology. The solution is justified, based on specific criteria that reflect the group's economic system. The response is clearly written and well developed.
Good	The response demonstrates an understanding of economic principles and concepts. The response accurately describes how each issue would impact the group's economic system. The student selects a solution that will address each issue, and is able to justify the solution using appropriate terminology. The response is clearly written and well developed.
Satisfactory	The response demonstrates basic understanding of economic principles. The response demonstrates an understanding of economic terminology, although the concepts may be confused. The response demonstrates a basic recognition of the economic impact of each issue. The student identifies each issue using economic terminology, but may not relate it accurately to the group's economic system. Although the solution addresses the issue, it may not be fully justified. The reader may have to reread in order to understand it.
Needs Improvement	The response does not meet the requirements.

▼ **SAMPLE 4: GRADE 10**

Topic: *Planning a Business*

Prescribed Learning Outcomes:

Business Communication

It is expected that students will:

- make a presentation for a specific audience using appropriate communication skills to resolve business issues
- apply interpersonal and teamwork skills to generate alternative solutions to business problems or challenges

Finance

It is expected that students will:

- demonstrate a variety of ways to solve financial problems

Marketing

It is expected that students will:

- describe and evaluate the marketing mix for a variety of products
- outline factors contributing to product value
- create and implement a marketing plan for a product or service

Entrepreneurship

It is expected that students will:

- design, implement, and evaluate a business plan
- assess personal attributes that relate to entrepreneurship and entrepreneurial activity in business

OVERVIEW

The teacher organized a unit to introduce students to the requirements for business plans. Groups of students explored the

characteristics and skills of entrepreneurs, and developed business plans. The unit also provided opportunities to evaluate group communication skills. Evaluation was based on:

- group business plans and personal contributions to the business plans
- student self-assessments and reflections

PLANNING FOR ASSESSMENT AND EVALUATION

- The teacher provided several examples of business plans and asked students to gather more examples from a variety of community sources. In groups, students examined the business plans, identified the common elements, and developed checklists to use for developing their own business plans. The class then discussed and agreed upon a rating scale to be used in evaluation.
- Students worked in their groups to research entrepreneurs. They collected a variety of resources, including books about starting your own business and materials from banks and other community, government, and business-related organizations (e.g., Business Development Bank of Canada, chambers of commerce, Internet forums). Each group used the information they found to develop a chart of entrepreneurial skills and qualities. They then located and interviewed entrepreneurs to find out how these skills and qualities applied to everyday business tasks.
- Each group brainstormed ideas and chose a business venture to simulate. Each conducted research to determine the viability of the venture, then divided responsibilities among members to gather information required to develop a business plan. Groups met regularly to plan, to share research and ideas, and to solve problems.

Students kept daily logs of their groups' progress as well as their own contributions to the process.

DEFINING THE CRITERIA

The teacher reviewed the prescribed learning outcomes, explained the requirements of each task, and discussed the key criteria with students.

Business Plan

Group

To what extent is the group able to:

- use an appropriate business plan format
- include all appropriate elements of a business plan, including:
 - title page
 - executive summary
 - table of contents
 - introduction
 - business concept, marketing, finances, and operations sections
- include appropriate information and detail about the business venture in terms of the business concept, the marketing plan, finances, and operations

Individual Contribution

To what extent is the student able to:

- complete the requirements for a specific role in developing the group business plan

Student Self-Assessment and Reflection

Students completed self-assessments of their performance using relevant criteria from the business plan evaluations. They also assessed their contributions to the group process, and developed lists of their personal skills and abilities that related to entrepreneurship.

ASSESSING AND EVALUATING STUDENT PERFORMANCE

The teacher used the criteria generated by the class to develop a rating scale to assess group and individual student work and for students to use in self-assessment. All assessments used the following key:

Outstanding: Goes beyond the requirements of the task. The information is complete, clearly presented, valid, and accurate. Details and graphics enhance meaning.

Good: Shows a strong understanding of the requirements of the task. Information is relevant, appropriate, and clearly expressed. Details and graphics enhance meaning.

Satisfactory: Shows understanding of the requirements of the task. Information is relevant and appropriate but may be vague or repetitious. Includes details and graphics that may not link directly to the intent.

Needs Improvement: Not demonstrated. No evidence that criteria were met.

Business Plan

The teacher used the rating scale to assign group scores for the presentation and content of the business plans, as well as to provide individual students with evaluations of their work on the business plans, and as the basis for conferences with students and parents.

Student Self-Assessment and Reflection

The students used the rating scale for self-assessment and completed a Self-Assessment of Entrepreneurship sheet provided by the teacher. Students drew examples from the business plans and their daily logs to justify the scores they assigned themselves.

Business Plan

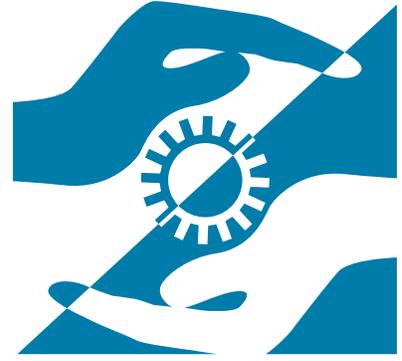
Criteria	Person Responsible	Rating	Comment
<p>Presentation:</p> <ul style="list-style-type: none"> follows appropriate format and includes all business plan elements 			
<ul style="list-style-type: none"> professional looking: neat word processing; graphs, tables, and charts are well integrated 			
<ul style="list-style-type: none"> is appropriate for a business audience 			
<p>Content:</p> <ul style="list-style-type: none"> <i>Title Page</i> includes name of company, location, contact person, phone, and fax numbers, as well as group participants. 			
<ul style="list-style-type: none"> <i>Executive Summary</i> provides brief overall picture of the project, business structure, and goal of the business. 			
<ul style="list-style-type: none"> <i>Table of Contents</i> is complete. 			
<ul style="list-style-type: none"> <i>Introduction</i> includes the purpose of the business, goal of the business, a description of the products and services the business offers, why the business is important, and expectations for success. 			
<ul style="list-style-type: none"> <i>The Business Concept</i> answers the question: "What will you sell?" Includes basic descriptions of the product or service, the structure of the business, an industry profile, and the business goals. 			
<ul style="list-style-type: none"> <i>Marketing</i> answers the question: "How will you reach your buyers?" Includes information about the market area; an estimate of the market share; the business location; target market profile; competition profile; methods of selling; price and pricing; servicing and guarantees; image; and advertising, promotion, and publicity. 			
<ul style="list-style-type: none"> <i>Finance</i> answers the question: "Will you make money?" Includes a financial plan, information about estimated market share, sales forecast, costs of supplies and materials, operating expenses (labour and non-labour), capital investment, start-up expenses, cash flow, balance sheet (net worth), and sources and uses of financing. 			
<ul style="list-style-type: none"> <i>Operations</i> answers the question: "How will the business be run?" Includes information about location (not related to marketing), premises and facilities, equipment and methods, materials, supplies and sources, key personnel and staff, professional services and resources, management and training, and short- and long-range plans. 			

Self-Assessment of Entrepreneurship

Entrepreneurial skill/description:	How I demonstrated it in this project:	My plans for improvement:

Two things I enjoyed about this project were _____
 _____ because _____
 _____.

One thing I would do differently next time is _____
 I would change it by _____.



APPENDIX E

Acknowledgments

Many people contributed their expertise to this document. The project co-ordinators were Norm Gilberstad and Royce Shook of the Curriculum and Resources Branch, working with evaluators and reviewers, Ministry of Education, Skills and Training personnel, and our partners in education. Additional reviews of this Integrated Resource Package were carried out by school districts, teacher organizations, and others. We would like to thank all who participated in this process.

APPLIED SKILLS OVERVIEW TEAM

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BC Federation of Labour

Bruce Barnes

BC Teachers' Federation

Judy Dallas

BC Principals' and Vice-Principals' Association

Keith Gray

Business Council of British Columbia

Clive Hall

Northwest Community College

Bryan Hartman

University of Northern British Columbia

Dierdre Laforest

BC Confederation of Parent Advisory Councils

Jill McCaffery

BC Teachers' Federation

Linda Peterat

University of British Columbia

Gordon Springate

Okanagan University College

Everette Surgenor

BC School Superintendents' Association

BUSINESS EDUCATION 8 TO 10 INTEGRATED RESOURCE PACKAGE TEAM

Dawn Angelski

School District No. 86 (Creston-Kaslo)

Kerry Bootle

School District No. 24 (Kamloops)

Coreen Martens

School District No. 1 (Ferne)

Chris Preymak

School District No. 24 (Kamloops)

Alex Seal

School District No. 89 (Shuswap)

Adriana Zylmans

School District No. 38 (Richmond)

BUSINESS EDUCATION K TO 12 LEARNING OUTCOMES TEAM (1994)

Dawn Angelski

School District No. 86 (Creston-Kaslo)

Mary Begin

School District No. 43 (Coquitlam)

Doug Gillett

School District No. 23 (Central Okanagan)

Alan Howard

School District No. 39 (Vancouver)

Coreen Martens

School District No. 01 (Fernie)

Wayne Naka

School District No. 70 (Alberni)

Royce Shook

School District No. 36 (Surrey)

Lois Wilkinson

School District No. 37 (Delta)

BUSINESS EDUCATION K TO 12 LEARNING OUTCOMES REVIEW TEAM (1995)

Dennis Braam

School District No. 44 (North Vancouver)

Pat Douglas

School District No. 39 (Vancouver)

Keith Gray

Business Council of British Columbia

Wendy Johnston

School District No. 39 (Vancouver)

Diane Minacelo

School District No. 39 (Vancouver)

Carol Simpson

BC Chamber of Commerce and Junior
Achievement of British Columbia

Randy Vandermark

British Columbia Institute of Technology

BUSINESS EDUCATION 8 TO 10 IRP DEVELOPMENT SITES

School District No. 31 (Merritt)

Site manager: Norm Walker

School District No. 39 (Vancouver)

Site manager: Wendy Johnston

School District No. 48 (Howe Sound)

Site manager: Shirley Campbell

School District No. 71 (Courtenay)

Site manager: Eric Mahrt