

TEMPLATE: Contextualized Learning Activities (CLAs)

For the “other required credits” in the bundle of credits, students in a Specialist High Skills Major program must complete learning activities that are contextualized to the knowledge and skills relevant to the economic sector of the SHSM. Contextualized learning activities (CLAs) address curriculum expectations in these courses.

This template must be used to describe the CLAs. The completed form must be submitted to the Ministry of Education for approval.

Submit all material in Microsoft Word.

Contact Information	
Board	Waterloo Catholic District School Board
Development date	July 2010
Contact person	Michael Kearns, Julie McNab
Position	Teachers
Phone	519-578-3660
Fax	519-578-5291
E-mail	michael.kearns@wcdsb.ca julie.mcnab@wcdsb.ca

Specialist High Skills Major	<i>Construction</i>
Course code and course title	<i>BDI 3CI – Entrepreneurship, The Venture</i>
Name of contextualized learning activity/activities	<i>A Financial plan for a home based carpentry business</i>
Brief description of contextualized learning activity/activities	<i>Students will apply critical and creative thinking techniques for a more complete understanding the importance of business and financial planning in the construction field, specifically carpentry. Students will select a project of interest and apply their knowledge of construction to the creation of a financial plan to market and sell the product on a local/neighbourhood scale.</i>
Duration	<i>The unit is recommended to cover 6 hours, but please feel free to proceed at the pace of the learners.</i>

Overall expectations	<p>By the end of this CLA, students will:</p> <ul style="list-style-type: none"> - analyze the resources required to run their chosen venture - complete the components of an effective production plan for their chosen venture - complete the components of an effective financial plan for their chosen venture
Specific expectations	<p>Resource Analysis</p> <ul style="list-style-type: none"> - determine what land, buildings, capital, equipment, and services are required to operate their proposed business venture - determine the human resource needs (e.g., employees, partners) for their proposed venture describe the process involved in producing a new product or delivering a new service - determine the production process that is most appropriate for their chosen venture - determine the goods (e.g., raw materials, supplies, equipment) and potential suppliers that are required for their chosen venture <p>The Production Plan</p> <ul style="list-style-type: none"> - describe the process involved in producing a new product or delivering a new service - determine the production process that is most appropriate for their chosen venture - determine the goods (e.g., raw materials, supplies, equipment) and potential suppliers that are required for their chosen venture <p>The Financial Plan</p> <ul style="list-style-type: none"> - analyze financial goals that an entrepreneur might establish for a new business venture (e.g., break-even point, projected profit levels, return on investment, market share) - assess the importance of a cash-flow projection and create such a projection for their venture plan - calculate the start-up capital needed for their chosen venture - identify sources and methods of financing their chosen venture (e.g., government loans, private investors, bank loans, loans from family and friends, credit from suppliers)
Catholic graduate expectations (if applicable)	<p><i>CGE2b -reads, understands and uses written materials effectively;</i> <i>CGE2d -writes and speaks fluently one or both of Canada's official languages;</i> <i>CGE3b -creates, adapts, evaluates new ideas in light of the common good;</i> <i>CGE3c -thinks reflectively and creatively to evaluate situations and solve problems;</i> <i>CGE5a -works effectively as an interdependent team member;</i></p>

Essential Skills and work habits	<p><i>Check off the Essential Skills and work habits that are addressed in this CLA.</i></p> <ul style="list-style-type: none"> • Reading Text • Writing • Document Use • Computer Use • Numeracy <ul style="list-style-type: none"> ○ <u>Money Math</u> ○ <u>Scheduling or Budgeting and Accounting</u> ○ <u>Measurement and Calculation</u> ○ <u>Data Analysis</u> ○ <u>Numerical Estimation</u> • Thinking Skills <ul style="list-style-type: none"> ○ <u>Job Task Planning and Organizing</u> ○ <u>Decision Making</u> ○ <u>Problem Solving .</u> ○ <u>Finding Information</u> • Working Independently • Initiative • Self-advocacy • Entrepreneurship
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Instructional/Assessment Strategies

Teacher's notes

Teachers should provide the students first with a basic background on the basics of business (functions of a business, key terms of production, marketing, operations management, organizational behaviour, financing, accounting).

It is highly recommended that this project be done either on computer or in a computer lab in order to utilize the recommended software and expedite/simplify the math associated with the project.

If working with a larger number of students, the teacher is encouraged to guide the students through each of the PowerPoints. It is recommended that the students work independently through the PowerPoints at their own pace and the teacher should provided coaching/guidance on how to answer the questions as they appear.

Although this unit is for the most part designed to be an independent study, the teacher is encouraged to use group discussion for taking up practice questions if/when possible to ensure a more thorough understanding of material and an opportunity to complete verbal diagnostic and formative assessment.

Teacher answer keys are also provided.

Context

Through this CLA students will gain knowledge of the following contextual areas within the construction field:

The Construction sector includes all jobs related to building things. The success of a small business relies on the ability of the owner to project cost of materials accurately. The ability to extract information from technical drawings and cutting lists is a valuable skill in any construction related field. The skill of transferring information to develop a cost analysis, for any project, is a necessary skill that will ensure a successful career in the Construction sector.

Strategies

1. The teacher should begin this project by asking students to brainstorm on how they could get money to start their own business. Record their answers and discuss the pros and cons to each of these options.
2. The following are the formative opportunities within each of the PowerPoints and Word documents not used for summative evaluation. Please use these opportunities in either individual or group contexts to gain an understanding of student understanding and comprehension of the real life application of the home carpentry business:

Name of Document/Explanation	Opportunities
<p>Functions of a Business (Appendix C)</p> <p>Slide 4: Do the students understand the difference between the different parts of "production"? Can they apply this theory to different business through group discussion?</p> <p>Slide 6: Can the students effectively and authentically evaluate the real skills needed for this venture? Can they determine what skills will need to be improved? As a group can the students brain storm ways to improve these skills in the short term?</p> <p>Slide 9: Were the students able to use their opportunity to come up with sound</p>	<p>Slide 4: Production table</p> <p>Slide 6: Cost of Human Resources</p> <p>Slide 9: Cost of marketing</p> <p>Slide 12: Debt financing</p> <p>Slide 17: Financing advantages and disadvantages</p>

<p>estimates of simple marketing options? What use would these options be? Can the students as a group brainstorm other ways they could market their product?</p> <p>Slide 12: Can the students use mathematics and business skills to determine the cost of borrowing within the example? Do the students authentically know what this means for Todd?</p> <p>Slide 17: Do the students understand the advantages and disadvantages of each type of financing? Can they brainstorm as a group other potential advantages and disadvantages?</p>	
<p>Pricing Strategies (Appendix D)</p> <p>Slide 5: Do the students understand and can they apply the differences between fixed and variable costs? Can the students apply this knowledge to their own projects orally in a group setting?</p> <p>Slide 7: Can the students successfully use the formula for profit to determine profit. Can the group complete further examples of the teacher's choosing on the board?</p> <p>Slide 8: Can the students determine the break-even point? Can the students complete the math behind the analysis on a step by step basis both individually and as a group?</p> <p>Slide 11: Can the students apply their knowledge of break-even analysis with new context?</p>	<p>Slide 5: Examples of Expenses Slide 7: Examples of profit Slide 8: Break-even analysis Slide 11: Examples of Break-even analysis</p>
<p>Cash Flow Projection Statement: An Overview (Appendix F)</p> <p>Revenue Estimation Example: Can the</p>	<ul style="list-style-type: none"> - Revenue estimation example - Excel practice cash flow statement - Revenue projection chart

<p>students apply the formula for revenue estimation within the context? Can they apply this knowledge within new teacher created context?</p> <p>Excel practice cash flow statement: Can the students successfully use Excel software to fully grasp the concepts of cash flow analysis? Can they complete the cash flow statement for the example together on the board?</p> <p>Revenue Projection chart: Can the students use the revenue projection chart to find their projected revenue?</p>	
<p>This CLA's summative assignment consists of the following documents:</p> <ol style="list-style-type: none"> 1. Production Options (Appendix A) 2. Production Estimate Calculator (Appendix B) 3. Outline for Business Financing (Appendix E) 4. Cash Flow Projection Statement (Appendix G) 5. Bank Loan Application (Appendix H) or Partnership Agreement (Appendix I) <p>Provided below are some general hints/help for students struggling with various aspects of the CLA unit:</p> <ul style="list-style-type: none"> - Working with a partner to develop and practice math skills through the example provided - If IEP issue identified, accommodate and/or modify curriculum as required - Bring in someone from the community using the business and education partnership who has experience in the area of concern - www.bu-edupartnership.org 	

Assessment and Evaluation of Student Achievement

(List all assessment and evaluation strategies and tasks and attach handouts, tests, assignments, exercises, etc.)

Strategies/Tasks (add rows as required)	Purpose Assessment for Learning (diagnostic, formative) Assessment of Learning (summative, evaluation)
1. Class discussions	Both diagnostic and formative assessment
2. Completion of PowerPoint slides	Both diagnostic and formative assessment

3. Completion of Word documents	Both diagnostic and formative assessment
4. Completion of culminating documentation	Summative evaluation
Assessment tools	
See teacher answer key and strategies section of this document for assessment tools. Tools consist of answers and reflection questions for formative and diagnostic assessment.	

Additional Notes/Comments/Explanations

This self contained CLA is designed to be done during the financing sub-unit of the BDI 3CI course but could also be completed as part of a larger venture plan.

Resources

(List all the resources needed to support the implementation of the CLA.)

Authentic workplace materials
<i>Cash Flow Projection Statement</i> <i>Bill of materials for child's picnic table</i> <i>Bill of materials for Adirondack chair</i> <i>Partnership Agreement</i>
Print
<u>Entrepreneurship: Creating a Venture</u> , by Lori Cranson & Madeline Dennis
Software
Microsoft PowerPoint Microsoft Word Microsoft Excel
Websites www.bus-edpartnership.org www.staplescopyandprint.ca www.homedepot.ca www.buildeazy.com

Accommodations

As with all instruction, teacher should make accommodations based on individual student needs.

List of Attachments

1. Student CLA Overview
2. Teacher Answer key

As well, each of the following appendices

Appendix	Title
A	Production Options (Word Document)
B	Production Estimate Calculator (Excel document)
C	Functions of a Business (PowerPoint)
D	Pricing Strategies (PowerPoint)
E	Outline for Business Financing (Word Document)
F	Cash Flow Projection Statement: An Overview (Word Document)
G	Cash Flow Projection Statement (Excel Document)
H	Bank Loan Application (Word Document)
I	Partnership Agreement (Word Document)