

PLANNING TOOL

In accordance with the learning and evaluation goals and the time of year, select relevant observable elements and the associated requirements. The list of observable elements is not exhaustive and the elements in it are presented as examples. The detailed program content is presented in the appendix.

Competencies	Evaluation criteria	Information clarifying the criteria	Observable elements	Requirements
C1: Determines his/her suitability for entrepreneurship C2: Implements an entrepreneurial project	Proficiency of subject-specific knowledge*	Program content <i>* The student must be provided with feedback on this element, but the element must not be considered when determining the student's mark in the report card.</i>	The knowledge targeted by the program content is listed in the appendix. <ul style="list-style-type: none"> • Entrepreneurial qualities • Strategies • Resources • Knowledge related to entrepreneurship • Socioeconomic and cultural elements • Cultural references 	
	Relevant planning	<ul style="list-style-type: none"> • Planning based on: <ul style="list-style-type: none"> ➤ community needs ➤ each team member's interests, aptitudes and personal goals 	Relevant planning of the project is observed when the student: <ul style="list-style-type: none"> <input type="checkbox"/> chooses the project, through team consensus, based on an identified need as well as on the project's innovative and realistic nature <input type="checkbox"/> justifies the project choice based on his/her interests, aptitudes and personal challenges and on those of each team member <input type="checkbox"/> uses appropriate strategies, for example, decision-making strategies (consult page 23 of the program or the appendix to this document) 	From describing to justifying Justification of choice of project: Appropriate use of strategies Use of strategies: The teacher's other requirements (insert text here)

Competencies	Evaluation criteria	Information clarifying the criteria	Observable elements	Requirements
		<ul style="list-style-type: none"> Development of the steps involved in the project 	Relevant planning of project steps is observed when the student: <ul style="list-style-type: none"> <input type="checkbox"/> lists the steps involved in the project <input type="checkbox"/> participates in developing the list of all the tasks to be carried out by the team (action plan) <input type="checkbox"/> lists the tasks that he/she will carry out <input type="checkbox"/> determines his/her role and tasks based on his/her interests, entrepreneurial profile and aptitudes <input type="checkbox"/> draws up a personal schedule for carrying out his/her tasks <input type="checkbox"/> participates in drawing up a project schedule for the team <input type="checkbox"/> formulates entrepreneurial indicators <input type="checkbox"/> anticipates difficulties and plans strategies to deal with them <input type="checkbox"/> identifies the resources required (team and individual) to carry out the project <input type="checkbox"/> plans time for reflection with classmates <input type="checkbox"/> plans time for regulating his/her personal process <input type="checkbox"/> records the various elements that are relevant to planning the project (choice of project, steps, planned resources, etc.) 	<p style="text-align: center;">Anticipation and autonomy</p> Identification of project steps: Recording and communication of elements: The teacher's other requirements (insert text here)
		<ul style="list-style-type: none"> Adjustment of planning as needed 	Relevant adjustment of planning is observed when the student: <ul style="list-style-type: none"> <input type="checkbox"/> justifies the connections between the target entrepreneurial indicators and the initial plan <input type="checkbox"/> adjusts the planned steps and schedule as needed <input type="checkbox"/> justifies the adjustments made to the initial project plan <input type="checkbox"/> takes into account the experience of classmates, their comments and those of trusted adults in adjusting his/her plan <input type="checkbox"/> uses appropriate strategies (e.g. metacognitive strategies, problem-solving strategies) <input type="checkbox"/> records any adjustments made to the plan 	<p style="text-align: center;">From describing, reporting to explaining, justifying</p> Adjustment of the plan: <p style="text-align: center;">Appropriate use of strategies*</p> Use of strategies: The teacher's other requirements (insert text here)
<p style="text-align: center;">C1: Determines his/her suitability for entrepreneurship C2: Implements an entrepreneurial project</p>	<p style="text-align: center;">Effective implementation of an entrepreneurial project</p>	<ul style="list-style-type: none"> Evidence of the student's contribution to each step of the project 	Effective contribution to each step of the project is observed when the student: <ul style="list-style-type: none"> <input type="checkbox"/> produces an individual plan and evidence of his/her adjustments <input type="checkbox"/> collaborates in decision-making as a team <input type="checkbox"/> carries out tasks in accordance with the responsibilities assigned <input type="checkbox"/> plays different roles, in accordance with a variety of responsibilities, throughout the year <input type="checkbox"/> records elements related to his/her contribution 	<p style="text-align: center;">Anticipation, autonomy, involvement</p> Student's contribution: Recording and communication of elements: The teacher's other requirements (insert text here)

* A list of metacognitive strategies is appended.

Competencies	Evaluation criteria	Information clarifying the criteria	Observable elements	Requirements
		<ul style="list-style-type: none"> Use of a variety of resources 	<p>Effective use of a variety of resources during the project implementation is observed when the student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> uses the resources indicated in the project plan <input type="checkbox"/> uses appropriate strategies (e.g. exploratory, metacognitive, decision-making and communication strategies) <input type="checkbox"/> develops entrepreneurial qualities <input type="checkbox"/> acquires and uses knowledge related to entrepreneurship <input type="checkbox"/> records different elements appropriate for carrying out the project and his/her involvement in the different steps 	<p style="text-align: center;">Initiative, engagement</p> <p>Use of resources:*</p> <p>Recording and communication of elements:</p> <p>The teacher's other requirements (insert text here)</p> <p><i>* A list of resources is appended.</i></p>
		<ul style="list-style-type: none"> Appropriateness of the student's individual actions as well as actions taken as part of the team 	<p>Appropriateness of the student's actions taken as part of a team is observed when the student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> fulfills the roles assigned to him/her in the planning <input type="checkbox"/> demonstrates organizational skills (resource management, adherence to deadlines) <input type="checkbox"/> uses different communication strategies with classmates and others <input type="checkbox"/> participates in resolving problems in collaboration with teammates (problem-solving strategies, conflict management, etc.) 	<p style="text-align: center;">Appropriate use of strategies*</p> <p>Use of strategies:</p> <p>Recording and communication of elements:</p> <p>The teacher's other requirements (insert text here)</p> <p><i>* A list of strategies is appended.</i></p>

Competencies	Evaluation criteria	Information clarifying the criteria	Observable elements	Requirements
		<ul style="list-style-type: none"> Adjustment of project implementation as needed 	<p>Effective adjustment of the project is observed when the student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> makes connections between the project implementation and the entrepreneurial indicators formulated <input type="checkbox"/> adjusts his/her actions as opportunities and difficulties arise, individually and as part of the team <input type="checkbox"/> explains the role he/she played in making the adjustments <input type="checkbox"/> explains, with the help of teammates, differences in the results obtained and results expected <input type="checkbox"/> records individual reflections and participates in a team review of the project implementation (participation in discussions, co-evaluation, etc.) 	<p>Effective use of strategies*</p> <p>Use of strategies:</p> <p>Reflections on the project:</p> <p>Recording and communication of elements:</p> <p>The teacher's other requirements (insert text here)</p> <p><i>* A list of strategies is appended.</i></p>
<p>C1: Determines his/her suitability for entrepreneurship C2: Implements an entrepreneurial project</p>	<p>Relevant reflection</p>	<ul style="list-style-type: none"> Use of appropriate strategies* <p><i>* The student must be provided with feedback on this element, but the element must not be considered when determining the student's mark in the report card.</i></p>	<p>Appropriate use of strategies is observed when the student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> selects appropriate metacognitive and reflection and review strategies (consult page 23 of the program or the appendix to this document) 	<p>Appropriate use of strategies*</p> <p>Use of strategies:</p> <p>The teacher's other requirements (insert text here)</p> <p><i>* A list of strategies is appended.</i></p>

Competencies	Evaluation criteria	Information clarifying the criteria	Observable elements	Requirements
		<ul style="list-style-type: none"> Reflection on entrepreneurial profile, type of involvement and perception of entrepreneurship 	<p>Reflections on his/her entrepreneurial profile, type of involvement and perception of entrepreneurship are relevant when the student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> justifies the entrepreneurial qualities that he/she has targeted <input type="checkbox"/> makes connections between his/her entrepreneurial qualities and actions taken <input type="checkbox"/> targets new qualities to develop as well as other strategies and resources to use (possible improvements) <input type="checkbox"/> explains the areas of interest selected <input type="checkbox"/> explains his/her strengths and limitations <input type="checkbox"/> compares his/her entrepreneurial profile with those of classmates <input type="checkbox"/> takes into account his/her classmates' comments when describing his/her profile <input type="checkbox"/> explains the type of involvement that corresponds to his/her profile (connections between his/her entrepreneurial profile and the type of involvement selected) <input type="checkbox"/> identifies the effect of his/her experience on his/her type of entrepreneurial involvement <input type="checkbox"/> identifies the meaningful aspects of entrepreneurial experiences <input type="checkbox"/> makes connections between his/her entrepreneurial experiences and the requirements of entrepreneurship 	<p style="text-align: center;">From describing, reporting to comparing, analyzing, evaluating</p> <p>Reflections, entrepreneurial profile</p> <p>Reflections, perception of entrepreneurship</p> <p>Recording and communication of elements:</p> <p>The teacher's other requirements (insert text here)</p>
		<ul style="list-style-type: none"> Use of language appropriate to the subject 	<p>Use of language appropriate to the subject is demonstrated when the student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> uses vocabulary specific to the world of work, entrepreneurship, etc. 	<p style="text-align: center;">From approximation to exactness, rigorosity</p> <p>Accuracy of subject-specific vocabulary:</p> <p>The teacher's other requirements (insert text here)</p>

Competencies	Evaluation criteria	Information clarifying the criteria	Observable elements	Requirements
		<ul style="list-style-type: none"> Reinvestment of learning in future tasks and projects* <p><i>* The student must be provided with feedback on this element, but the element must not be considered when determining the student's mark in the report card.</i></p> 	<p>Relevant reinvestment of learning in future tasks and projects is observed when the student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> proposes possible avenues for improvements (qualities, knowledge, strategies, subjects for reflection, resources, etc.) <input type="checkbox"/> analyzes his/her actions taken to identify what could be applied to future projects 	<p style="text-align: center;">From listing to analyzing</p> <p>Avenues for improvements:</p> <p>The teacher's other requirements (insert text here)</p>

Appendix

This appendix reviews the content of the Entrepreneurship program (pages 22 – 25): entrepreneurial qualities, strategies, resources, knowledge related to entrepreneurship, socioeconomic and cultural elements and cultural references.

Entrepreneurial qualities (program, p. 23)	
Autonomy	Leadership
Ability to adapt	Perseverance
Cooperation	Rigour
Creativity	Effort
Resourcefulness	Sense of responsibility
Determination	Solidarity
Commitment	Flexibility
Team spirit	Tolerance for stress
Initiative	

Strategies (program, p. 23)		
Communication strategies	Indicating the information to be contained in the message Taking the audience into account Choosing one or more means of communication Listening to the viewpoints of others	Taking advantage of the exchange of ideas Taking a position Defending his/her choices using pertinent arguments Being open-minded Other strategies:
Exploration strategies	Using reference tools Making the most of the experiences of his/her classmates Verifying the pertinence and accuracy of information gathered	Using brainstorming Refining his/her information research Taking account of the expertise of resource persons Making visits in his/her community Other strategies:

Conflict-management strategies	Evaluating the situation Determining the positions of the different stakeholders Establishing the facts	Looking for solutions Arriving at a consensus for a solution Planning terms and conditions Other strategies:
Problem-solving strategies	Identifying the problem Looking for solutions Listing the consequences of each solution	Organizing solutions according to their spinoffs Choosing the best solution Verifying the pertinence of the solution with respect to the goal Other strategies:
Metacognitive strategies	Setting personal objectives Comparing his/her entrepreneurial qualities with those expected of an entrepreneur Taking time for personal reflection	Gauging his/her degree of involvement in the project Taking account of his/her errors and successes Modifying his/her way of doing things, if necessary Reviewing the strategies used Other strategies:
Decision-making strategies	Determining the context Analyzing proposals Taking account of the viewpoints of others	Building a consensus Anticipating opportunity costs Planning alternative solutions Other strategies:
Reflection and review strategies	Basing his/her reflection on facts rather than impressions Discussing his/her experience with classmates	Asking classmates for suggestions for improvement Other strategies:

Resources (program, p. 23)	
Financial	Human
Material	Technical
A Vast Array of Resources (program, p. 11)	
Resource persons	Complementary educational services personnel (academic and career information counsellors, guidance counsellors, and spiritual life and community involvement animators, etc.)
Parents and family	Administrative personnel
The community	Material and documentary resources (books, prospectuses, Web sites, etc.)
Knowledge Related to Entrepreneurship – 2 credits (program, p. 24)	
Need	
Target client base	Types of end results
Cost	Goods
Opportunity cost	Services
Market study	Events
Supplier	
Supply and demand	
Action plan	Types of involvement
Intellectual property	Self-employed worker
Network	Entrepreneur
Business services	Intrapreneur
administration	
marketing	
finance	
human resource management	
production	
research and development	
Market trends	

Knowledge Related to Entrepreneurship – 4 credits (program, p. 24)

<p>Need</p> <p>Target client base</p> <p>Competition</p> <p>Working conditions</p> <p>Cost</p> <p>Opportunity cost</p> <p>Market study</p> <p>Remuneration factors</p> <p>Types of companies</p> <p style="padding-left: 40px;">cooperative</p> <p style="padding-left: 40px;">limited company, etc.</p>	<p>Types of end results</p> <p>Goods</p> <p>Services</p> <p>Events</p> <p>Types of involvement</p> <p>Self-employed worker</p> <p>Entrepreneur</p> <p>Intrapreneur</p>
<p>Supplier</p> <p>Legislation pertaining to work</p> <p>Organization</p> <p>Supply and demand</p> <p>Action plan</p> <p>Profit</p> <p>Intellectual property</p> <p>Regulation</p> <p>Network</p> <p>Risk</p>	<p>Business services</p> <p style="padding-left: 40px;">administration</p> <p style="padding-left: 40px;">marketing</p> <p style="padding-left: 40px;">finance</p> <p style="padding-left: 40px;">human resource management</p> <p style="padding-left: 40px;">production</p> <p style="padding-left: 40px;">research and development</p> <p>Market trends</p>

Socioeconomic and Cultural Elements (program, p. 25)

Elements of the Student's Immediate Context

Family history in the area of entrepreneurship

Perception of the role of self-employed workers, entrepreneurs and intrapreneurs

Perception of the role of employee

Values associated with entrepreneurship

Values associated with work

Elements of the Immediate Community

Local entrepreneurs

Community organizations (public and private)

Community profile

Sectors of activity

Size of companies

Cultural References

While it is a good idea to introduce students to major national and international entrepreneurs in order to increase their awareness of entrepreneurship and encourage them to develop an entrepreneurial spirit, the main thrust of the program is to familiarize students with **entrepreneurial people in their region**. The reason for this is that students are more likely to identify with these people and be influenced by them.