MODULE 1 PLAN: ECOSYSTEMS, PEOPLE, AND RESOURCES - DISTANCE LEARNING FORMAT

SAMPLE COURSE	Entrepreneurship	LEVEL	Post Secondary
POTENTIAL DISCIPLINES	Biology, Business, Entrepreneurship, Environmental Science, Geography, Medicine, Population Health, Sociology, Urban Planning	TIME FRAME	2 Lessons 3 hours Medium-High Level of prep and follow-up time Low = Little to no preparation Medium = ~ 1-2 hours High = ~2+ hours

RATIONALE

Street Challenge is a community engaged, place-bound, experiential learning pedagogical framework that heightens students' understanding of business ecosystems. Entrepreneurship courses often focus on the students as future entrepreneurs, taking the perspective of business owners as independent agents. Ecosystem awareness, however, allows students to develop broader perspectives about communities, the entrepreneurs in them, and their own career goals. Implementation of Street Challenge in different locations and courses demonstrated that the general model can be adapted and customized to fit a variety of entrepreneurship education needs and intended learning outcomes. Courses or modules using local neighborhoods as tangible contexts have shown that conceptual learning objectives of entrepreneurship and ecosystem, as well as primary research and effective communication skills, can be effectively addressed. Equipping students with perspectives and conceptual frameworks to address future career situations as self-employed professionals or entrepreneurs is a worthwhile endeavor in itself; with Street Challenge students also discover the value of civic engagement and a sense of agency in addressing ecosystem or community challenges (de Koning and McArdle, 2020).

TRANSFERABLE UNDERSTANDINGS

Ecosystems, Perspectives, Place-based Learning, Location-based Ecology, Gentrification, Problem Solving

STAGE 1: DESIRED RESULTS

ESSENTIAL QUESTION:
How does the community ecosystem impact the success of an entrepreneurial business from an individual, group, and societal perspective?

GENERAL OUTCOMES:
1. Gain a general awareness of the nature of business districts and community from an individual, group, and societal perspective
2. Understand the features of an entrepreneurial ecosystem, from a general conceptual perspective
3. Understand how to apply ecosystem concepts apply to business districts, including how gentrification external forces affects specific neighbourhoods communities both positively and negatively
4. Analyze and apply theoretical frameworks of entrepreneurial ecosystems to the assigned neighbourhoods and districts community
5. Use historical and community resources to organize the sequence of historical events and reflect on how this impacts the present day reality of the neighbourhood.

WORKING DEFINITIONS:	**PRIOR KNOWLEDGE FOR INSTRUCTORS:**
● Ecosystem ● Business ecosystem ● Location-based ecology ● Place based learning ● Experiential learning ● Gentrification ● Demographics	This module plan and accompanying lesson plans for the Street Challenge are developed using BSCS 5E and Understanding by Design Frameworks. This module relies heavily on the theoretical underpinnings of business ecosystems, location-based ecology, gentrification, and local demographics. As such, instructors should have knowledge of these concepts.

STAGE 2: ASSESSMENT EVIDENCE

"HIGH STAKES" ASSESSMENT:	**"LOW STAKES" ASSESSMENT:**
1. Ecosystem concept reflection (Lesson 1) 2. Historical context reflection (Lesson 2)	1. Entry tasks (Lessons 1 and 2) 2. Exit tasks (Lessons 1 and 2) 3. Class discussions (Lessons 1 and 2) 4. Anecdotal evidence of student learning (Lesson 1 and 2) 5. Group neighbourhood timeline (Lesson 2)

STAGE 3: LEARNING PLAN

LESSON NUMBER	TITLE	STUDENT OUTCOMES	DELIVERABLE	OUT OF CLASS STUDENT FOLLOW-UP
1	Introduction to the Course and Street Challenge Project	1. Understand and explain the course structure and course requirements, as per the course outline	Ecosystem concept reflection	Students will read two articles: Daniel J. Isenberg, 2010. How to Start an Entrepreneurial Revolution, Harvard Business Review, June

		2. Reflect on the nature of a community from an individual, group and societal perspective 3. Define the concept of neighbourhoods and how this impacts startups and entrepreneurs 4. Explore entrepreneurship as problem solving		2010. Pearsall, H. (2013). Superfund me: a study of resistance to gentrification in New York City. Urban Studies, 50(11), 2293-2310. http://journals.sagepub.com.ezproxy.lib.ucalgary.ca/doi/full/10.1177/004209801347823 Based on the articles they will pick one concept and prepare a short reflection on how that concept relates to Calgary. This will be due before the next class.
2	Entrepreneurial Ecosystems	1. Define and describe features of an entrepreneurial ecosystem 2. Explain how gentrification affects specific neighbourhoods, positively and negatively 3. Apply ecosystems concepts to Calgary 4. Create a historical timeline of given neighbourhood 5. Plan and prepare a historical context reflection	Historical context reflection	Students will prepare a reflection that discusses how the historical context of the neighbourhood impacts the ecosystem. This will be due before the next class.

LESSON PLAN 1: INTRODUCTION TO COURSE AND STREET CHALLENGE PROJECT - DISTANCE LEARNING FORMAT

SYNOPSIS
In this lesson students will be introduced to the course and the street challenge project. Through a series of experiential activities, students will gain a thorough understanding of the course structure and requirements, focusing on what they will gain from participating and completing the project. Students will also learn about the specific requirements for completing the project and the corresponding rubric. Following this, students will begin to reflect on the nature of a community, define the concept of neighbourhoods and explore entrepreneurship as problem solving.

TIME FRAME AND COMMITMENT	MATERIALS NEEDED
Lesson: 95 mins Faculty to prepare to use this plan: Medium Students to prepare for this plan: Low Faculty follow-up after lesson: Medium Student follow-up after lesson: Medium Low = Little to no preparation Medium = ~ 1-2 hours High = ~2+ hour	● Link to course outline ● Link to the Ecosystems, People and Resources Learning Tasks Sheet ● Computer with internet access, web cam and mic ● LMS

OUTCOMES	PLAN FOR DIFFERENTIATION/INCLUSION
1. Understand and explain the course structure and course requirements, as per the course outline 2. Reflect on the nature of a community from an individual, group and societal perspective 3. Define the concept of neighbourhoods and how this impacts startups and entrepreneurs 4. Explore entrepreneurship as problem solving	● Digital copies of handouts/instructions to allow access to EAL students, students with difficulties reading, or students who may not be present in class ● Record session for students who were unable to attend the session. Provide the link on LMS for students to review after the session. ● Provide digital materials for students to make notes during or after the session. ● Use the chat box during discussions for students who prefer to write instead of verbalize thoughts.

PREREQUISITE KNOWLEDGE	NEXT STEPS
Students will be provided with the link to the course outline prior to the session and be expected to review this prior to the class.	Students will read two articles: Daniel J. Isenberg, 2010. How to Start an Entrepreneurial Revolution, Harvard Business Review,

June 2010.

Pearsall, H. (2013). Superfund me: a study of resistance to gentrification in New York City. Urban Studies, 50(11), 2293-2310. http://journals.sagepub.com.ezproxy.lib.ucalgary.ca/doi/full/10.1177/004209801347823

Based on the articles they will pick one concept and prepare a short reflection on how that concept relates to Calgary. This will be due before the next class.

Faculty will review exit comments to determine any gaps in knowledge and prepare to discuss this in the next session. Faculty will also review the student's short reflections and provide summative feedback.

SEQUENCE

COMPONENT AND TIME FRAME	DETAILS	RESOURCES	ASSESSMENT
Engage ~10 mins	As students enter the session, ask students to mute their mics. Remind students that session will be recorded. The recording will be made available on LMS after the session. If students prefer, they may turn off their cameras. In some cases, students may be required to turn off cameras due to issues with recording sessions and bandwidth. After instructor starts recording the session, have students complete the entry task: Complete the poll questions about business ecosystems. Remind students that this is not a test and will not be graded.	Slide with entry task instructions Pre-created poll with multiple choice questions testing basic knowledge of business ecosystems.	Prior knowledge check: Use multiple choice questions and answers to gauge students' understanding of ecosystems
Explore and Explain ~ 20 mins	**Direct Instruction Part 1:** Debrief entry task by going through the answers to the questions. Give time for students to discuss any answers that were surprising. Allow students to share in the chat box or to share verbally.	Link to the course outline and the Ecosystems, People and Resources Learning Tasks handout.	Formative assessment: check of understanding. Can use questioning to find out students' understanding of course requirements.

	Share link to the course outline and the Ecosystems, People and Resources Learning Tasks handout. Introduce the framework for the course as well as the module learning tasks.		
Explore ~ 10 mins	Ask students if they have questions regarding the assignment. Discuss any questions that students have about the assignment. Students can either write questions in the chat box or verbalize questions.		Formative assessment: check of understanding. Can use questioning to find out students' understanding of course requirements
Explain ~ 20 mins	**Direct Instruction Part 2:** Go through slides on business ecology and what makes a "good" neighbourhood.	Slideshow on business ecology	Formative assessment: check of understanding. Can use questioning of students to determine their understanding of business ecology.
Elaborate ~20 mins	**Group work:** In breakout rooms, students will work together in groups to create a five minute presentation response to the question: in your opinion, why does a business ecosystem matter for a startup or for an entrepreneur? Students have a choice as to how they record and present their information. Put students in their breakout rooms. Circulate among breakout rooms to assist students where necessary. Periodically signal the amount of time remaining in the chat box, indicating when groups should brainstorm ideas (5 mins), move to presentation ideas (5 mins), and finalize presentation (10 mins).	Type the instructions for the small group work in the chat box for easy reference during breakout room activity.	Formative assessment: check of understanding. Instructor will circulate among the breakout rooms to check for understanding, ask probing questions to deepen inquiry and provide additional support if needed.
Explain and Explore ~ 20 mins	**Direct Instruction Part 3:** Return students to the main lobby and debrief as a whole after a given time. Select groups to share their work with the class. Discuss thoughts and questions.	Digital copies of articles (Note: HBR articles must be downloaded from library resources by the students, as per the copyright office)	Formative assessment: check of understanding. Can gauge student understanding of the influence of business

	Explain to students that they need to read two articles: Isenberg, D. (2010). How to start an entrepreneurial revolution. *Harvard Business Review*, *88* (6), 40-50. Pearsall, H. (2013). Superfund me: a study of resistance to gentrification in New York City. Urban Studies, 50(11), 2293-2310. http://journals.sagepub.com.ezproxy.lib.uc algary.ca/doi/full/10.1177/00420980134782 3 Based on the articles they will pick one concept and prepare a short reflection on how that concept relates to Calgary. This will be due before the next class.		ecosystems on startups and entrepreneurs through debrief for five minute presentation response.
Evaluate ~ 5 mins	**Exit Task:** In the chat box, write down an analogy related to ecosystems in the following form: Ecosystems are to business as _____ is to _____ (Angelo and Cross, 1993). Remind students that they need to read two articles and prepare a short reflection on how that concept relates to Calgary. This will be due before the next class.	Slide showing exit task and tasks to complete for next session.	Formative assessment: check for understanding. Can gauge students' grasp of ecosystems as a concept.

INSTRUCTOR REFLECTIONS

ADDITIONAL RESOURCES

City of Calgary. (2020). The guidebook for great communities.
https://www.calgary.ca/PDA/pd/Documents/Current-studies-and-ongoing-activities/guidebook/Guidebook-for-Great-Communities_proposed.pdf?noredirect=1

Curran, W. (2004) Gentrification and the changing nature of work: exploring the links in Williamsburg, Brooklyn. *Environment and Planning A*, *36*, 1243–1260.

Lucas, M., & Suneja, Vivek. (2012). *Understanding Business Environments* (Understanding Business). Hoboken: Taylor and Francis.

Isenberg, D. (2010). How to start an entrepreneurial revolution. *Harvard Business Review*, *88* (6), 40-50.

Pearsall, H. (2013). Superfund me: a study of resistance to gentrification in New York City. *Urban Studies, 50*(11), 2293-2310. https://doi.org/10.1177/0042098013478236

LESSON PLAN 2: ENTREPRENEURIAL ECOSYSTEMS - DISTANCE LEARNING FORMAT

SYNOPSIS
In this lesson students will continue to explore the concept of entrepreneurial ecosystems. Through multiple learner-centred students will define and describe the features of an entrepreneurial ecosystem. Following this, students will examine the process of gentrification and how this affects specific neighbourhoods both positively and negatively. The lesson will culminate in students planning and preparing a timeline and historical context reflection.

TIME FRAME AND COMMITMENT	MATERIALS NEEDED
Lesson: 90 mins Faculty to prepare to use this plan: Medium Students to prepare for this plan: Medium Faculty follow-up after lesson: Medium Student follow-up after lesson: Medium Low = Little to no preparation Medium = ~ 1-2 hours High = ~2+ hours	● Link to the Ecosystems, People and Resources Learning Tasks Sheet ● Computer with internet access, web cam and mic ● LMS ● Exemplar of the historical context reflection learning task

OUTCOMES	PLAN FOR DIFFERENTIATION/INCLUSION
1. Define and describe features of an entrepreneurial ecosystem 2. Explain how gentrification affects specific neighbourhoods, positively and negatively 3. Apply ecosystems concepts to Calgary 4. Appreciate the role of historical context in shaping a neighbourhood 5. Use historical and community resources to organize the sequence of historical events and reflect on how this impacts the present day reality of the neighbourhood.	Record session for students who were unable to attend the session. Provide the link on LMS for students to review after the session. Provide digital materials for students to make notes during or after the session. Use the chat box during discussions for students who prefer to write instead of verbalize thoughts.

PREREQUISITE KNOWLEDGE	NEXT STEPS
Students were required to read two articles by Isenberg and Pearsall. Based on the articles they were asked to pick one concept and prepare a short reflection on how that concept relates to Calgary. This was due prior to the beginning of this class.	At the end of the class, based on the materials covered in this class, students will prepare a reflection on the historical context of the neighbourhood and how this impacts the current ecosystem. This will be due before the next class. Faculty will review exit slips to determine any gaps in knowledge and prepare to discuss this in the next

	session. Faculty will also review the historical context reflection learning tasks and provide summative feedback.

SEQUENCE			
COMPONENT AND TIME FRAME	**DETAILS**	**RESOURCES**	**ASSESSMENT**
Engage 5 mins	As students enter the session, ask students to mute their mics. Remind students that session will be recorded. The recording will be made available on LMS after the session. If students prefer, they may turn off their cameras. In some cases, students may be required to turn off cameras due to issues with recording sessions and bandwidth. After instructor starts recording the session, have students complete the entry task: What were the muddiest points in the Isenberg and Pearsall articles that you read? (Angelo and Cross, 1993). Write down your thoughts in the chat box.	Slide with entry task written on it.	Prior knowledge check: Can gauge students' understanding of the concepts in the Isenberg and Pearsall articles.
Explore and Explain 20 mins	**Direct Instruction Part 1:** Debrief entry task by going through the answers and allowing students to share their thoughts Go through slides on retail districts as ecosystems.	Slideshow on retail districts as ecosystems.	Formative assessment: check of understanding. Can use questioning to find out students' understanding of retail districts as ecosystems.
Elaborate 15 mins	**Group work:** In breakout rooms, students will think, pair, share: How do the concepts apply to the industries that you are interested in? Does the terminology change as we change industries? Does the application change? Put students in their breakout rooms. Circulate among breakout rooms to assist students where necessary.	Slide with think, pair, share activity. Type the instructions for the small group work in the chat box for easy reference during breakout room activity.	Formative assessment: check of understanding. Instructor will circulate among the breakout rooms to check for understanding, ask probing questions to deepen inquiry and provide additional support if needed.

	Periodically signal the amount of time remaining in the chat box, indicating when groups should think (5 mins), share ideas (5 mins), and consolidate ideas (5 mins).		
Explain 15 mins	**Direct Instruction Part 2:** Return students to the main room after the given time. Debrief think, pair, share activity by selecting groups to share with the entire group. Go through slides on gentrification.	Slideshow on gentrification.	Formative assessment: check of understanding. Can use questioning of students to determine their understanding of gentrification
Elaborate 20 mins	**Group work:** Show students the list of groups for the final project. In breakout rooms of final project groups, students will work together to create a pro and con grid (Angelo and Cross, 1993) responding to the prompt: From your viewpoint, what are the pros and cons of gentrification? Come up with at least six of each. Put students in their breakout rooms. Circulate among breakout rooms to assist students where necessary. Periodically signal the amount of time remaining in the chat box, indicating when groups should brainstorm (5 mins), share ideas (5 mins), and consolidate ideas into a grid (10 mins).	Slide with breakout task written on it. Type the instructions for the small group work in the chat box for easy reference during breakout room activity.	Formative assessment: check of understanding. Instructor will circulate among the groups to check for understanding, ask probing questions to deepen inquiry and provide additional support if needed.
Explain 20 mins	**Direct Instruction Part 3:** Return students to the main room after the given time. Debrief group work exercise by selecting groups to share their pros and cons with the entire class. Explain that part of being in a business ecosystem is knowing who to connect with. Who are some of the people you should talk to who reflect the different nodes in an ecosystem? Have students brainstorm a list of who would be types of people that they should know in the business ecosystem (e.g. heritage authority director). Students can use the chat box to type answers or verbalize their answers. Record answers on	Blank slide to record brainstorming session ideas.	Formative assessment: check of understanding. Can use questioning of students to determine their understanding of business nodes.

	a blank slide during the brainstorming session.		
Elaborate 20 mins	**Group work:** From the list that the students created, students will work in breakout rooms to find the actual contact information of the people on the list. Put students in their breakout rooms. Circulate among breakout rooms to assist students where necessary. Periodically signal the amount of time remaining in the chat box.	Slide with breakout activity written on it. Type the instructions for the small group work in the chat box for easy reference during breakout room activity.	Formative assessment: check of understanding. Instructor will circulate among the groups to check for understanding, ask probing questions to deepen inquiry and provide additional support if needed.
Explain and Explore 20 mins	**Direct Instruction Part 4:** Return to the main room and debrief in class as a whole after a given time. Select groups to share their work with the class. Discuss thoughts and questions. Briefly review the requirements for the historical context reflection learning task. OPTIONAL: Show exemplars of timelines and debrief this with the students. Explain to students that this is an individual task and this is due by the next class.	Digital link to historical context reflection learning task. Exemplar of a timeline.	Formative assessment: check of understanding. Can gauge student understanding of the historical context learning task.
Evaluate 5 mins	**Exit Task:** In the chat box, write down one question that you still have about what we covered today. Remind students that they need to prepare their report on the assigned neighbourhood. This will be due before the next class.	Slide showing exit task and tasks to complete for next session.	Formative assessment: check for understanding. Can gauge students' grasp of ecosystems as a concept.

INSTRUCTOR REFLECTIONS

ADDITIONAL RESOURCES

Angelo, T. A., & Cross, K. P. (1993). *Classroom assessment techniques: A handbook for college teachers*. San Francisco: Jossey-Bass.

City of Calgary. (2020). The guidebook for great communities. https://www.calgary.ca/PDA/pd/Documents/Current-studies-and-ongoing-activities/guidebook/Guidebook-for-Great-Communities_proposed.pdf?noredirect=1

Curran, W. (2004). Gentrification and the Nature of Work: Exploring the Links in Williamsburg, Brooklyn. *Environment and Planning A: Economy and Space*, *36*(7), 1243–1258. https://doi.org/10.1068/a36240

Lucas, M., & Suneja, Vivek. (2012). *Understanding Business Environments* (Understanding Business). Hoboken: Taylor and Francis.

Isenberg, D. (2010). How to start an entrepreneurial revolution. *Harvard Business Review*, *88* (6), 40-50.

Pearsall, H. (2013). Superfund me: a study of resistance to gentrification in New York City. *Urban Studies*, 50(11), 2293-2310. https://doi.org/10.1177/0042098013478236

MODULE 1 ASSESSMENTS

RATIONALE

The goal of the ecosystems, people, and resources learning task is to provide students with the opportunity to reflect on the historical context of their assigned neighbourhood. Students will engage with theoretical principles and apply the concepts to their own city. While providing a solid basis for the remaining modules of the course, the learning tasks in this module aims to bridge the past and the present by giving students an opportunity to reflect upon how the historical context impacts their assigned neighbourhood.

GENERAL LEARNING OUTCOMES

Students will:
1. Define and describe features of an entrepreneurial ecosystem
2. Explain how gentrification affects specific neighbourhoods, positively and negatively
3. Apply ecosystems concepts to Calgary
4. Appreciate the role of historical context in shaping a neighbourhood
5. Use historical and community resources to organize the sequence of historical events and reflect on how this impacts the present day reality of the neighbourhood.

TASK 1: ECOSYSTEM CONCEPT REFLECTION - GRASPS

GOAL	The goal of the ecosystems, people, and resources learning tasks is to provide students with the opportunity to reflect on the nature of a community, define the concept of neighbourhoods and explore entrepreneurship as problem solving. Students will engage with theoretical principles and apply the concepts to their own city.
ROLE	You will take the role of a researcher who is connecting the concept in the articles to the city in which you reside.
AUDIENCE	You will prepare this reflection for your peers so that you and your fellow researchers can take the concepts and apply them to a real life scenario.
SITUATION	You will have the opportunity for formative feedback while you discuss your thoughts with your peers.
PRODUCT	You will be asked to read two articles: Isenberg, D. (2010). How to start an entrepreneurial revolution. *Harvard Business Review*, *88* (6), 40-50. Pearsall, H. (2013). Superfund me: a study of resistance to gentrification in New York City. *Urban Studies*, 50(11), 2293-2310. http://journals.sagepub.com.ezproxy.lib.ucalgary.ca/doi/full/10.1177/004209801347823 Based on the articles pick one concept and prepare a short, 250 word maximum, reflection on how that concept relates to Calgary. Include a brief summary of the main

	points in the article and how it relates to Calgary.
STANDARDS	See below

TASK 1 GRADING AND RUBRIC

Criteria	Excellent Meets all and exceeds some requirements (A- to A)	Good Meets all requirements (B to B+)	Satisfactory Meets some requirements (C to B-)	Unsatisfactory Fails to meet requirements (C- or lower)
Summary of Concept *Did you include a summary of the concept illustrated in your chosen article?* *(30 points)*	The reflection provides a very clear and thorough summary of the concept illustrated in the chosen article.	The reflection provides a clear and thorough summary of the concept illustrated in the chosen article.	The reflection provides a somewhat clear and basic summary of the concept illustrated in the chosen article.	The reflection provides an unclear and limited summary of the concept illustrated in the chosen article. Several pertinent details are missing.
Content and Analysis *Did you discuss and show how your chosen concept relates to Calgary?* *(60 points)*	The reflection conveys extensive evidence of a connection of the concept to Calgary, and provides a very thorough description of how the concept can be witnessed in Calgary. The response demonstrates a very strong awareness of the concept and its application.	The reflection conveys clear evidence of a connection of the concept to Calgary, and provides a thorough description of how the concept can be witnessed in Calgary. The response demonstrates a strong awareness of the concept and its application.	The reflection conveys some evidence of a connection of the concept to Calgary, and provides a basic description of how the concept can be witnessed in Calgary. The response demonstrates a beginning awareness of the concept and its application.	The reflection conveys minimal evidence of a connection of the concept to Calgary, and provides a limited description of how the concept can be witnessed in Calgary. The response demonstrates minimal awareness of the concept and its application.
Citations and Scholarly Writing *Did you include acknowledgment of data sources and is your grammar and spelling*	There is complete and accurate acknowledgment of data sources throughout. The data sources are listed in a clear manner for easy referral.	There is complete and accurate acknowledgment of data sources throughout. The data sources are listed in a clear manner for easy referral.	There is a somewhat complete and accurate acknowledgment of data sources. The data sources are listed in a disorganized manner that do not allow for	There is an incomplete or inaccurate acknowledgment of data sources throughout. If present, the data sources are missing key information.

			easy referral.	
accurate? (10 points)	The reflection contains minimal errors and a high standard of writing quality.	The reflection contains some errors and a reasonable standard of writing quality.	The reflection contains several errors and a basic standard of writing quality.	The reflection contains multiple errors and a poor standard of writing quality.

TASK 2: HISTORICAL CONTEXT REFLECTION - GRASPS

GOAL	The goal of the ecosystems, people, and resources learning tasks is to provide students with the opportunity to reflect on the nature of a community, define the concept of neighbourhoods and explore entrepreneurship as problem solving. This learning task aims to bridge the past and the present by giving students an opportunity to reflect upon how the historical context impacts their assigned neighbourhood.
ROLE	You will take the role of a historical expert and researcher who has been asked to describe the history of the neighbourhood and provide your thoughts on how the history has impacted the neighbourhood as a business district.
AUDIENCE	You will prepare the timeline and reflection for a group of potential business owners, city planners, community members, and anybody else that you consider to be a part of the business ecosystem.
SITUATION	You will work individually to prepare a timeline and reflection. You may use resources covered in lectures and supplement these with resources of your own choosing.
PRODUCT	You will prepare a timeline of the neighbourhood that covers key economic and social changes that occurred in the neighbourhood. You may present your timeline as a written document or an infographic visual. In addition, you will prepare a brief written reflection (approximately 250-500 words) that describes how these changes contributed to the current structure of the neighbourhood as a business district.
STANDARDS	See below

GRADING AND RUBRIC

Criteria	Excellent Meets all and Exceeds Some Requirements (A- to A)	Good Meets all Requirements (B to B+)	Satisfactory Meets Some Requirements (C to B-)	Unsatisfactory Fails to meet requirements (C- or lower)
Timeline Did you include events that cover	The timeline highlights key events of the	The timeline highlights key events of the	The timeline describes key events of the assigned	The timeline describes the key events of the

key economic and social changes in the neighbourhood? *(30 points)*	assigned neighbourhood in great detail, providing an outline of key economic and social changes.	assigned neighbourhood in detail, providing an outline of key economic and social changes.	neighbourhood in a vague or confusing manner, providing a basic outline of key economic and social changes.	assigned neighbourhood in limited detail and/or omits several key details.
Reflection *Did you provide your thoughts on how the history impacts the neighbourhood as a business district?* *(50 points)*	The reflection describes the historical context in great detail, providing an insightful and thoughtful analysis of the history as it contributes to the neighbourhood as a business district.	The report describes the historical context of the assigned neighbourhood in detail, providing a well-thought out analysis of the history as it contributes to the neighbourhood as a business district.	The reflection describes the historical context of the assigned neighbourhood in a vague or confusing manner, providing a simple analysis of the history as it contributes to the neighbourhood as a business district.	The reflection describes the historical context of the assigned neighbourhood in limited detail. The reflection is superficial and makes vague attempts to explain how the history contributes to the neighbourhood as a business district.
Citations and Scholarly Writing *Did you include acknowledgment of data sources and is your grammar and spelling accurate?* *(20 points)*	There is complete and accurate acknowledgment of data sources throughout. The data sources are listed in a clear manner for easy referral. The reflection contains minimal errors and a high standard of writing quality.	There is complete and accurate acknowledgment of data sources throughout. The data sources are listed in a clear manner for easy referral. The reflection contains some errors and a reasonable standard of writing quality.	There is a somewhat complete and accurate acknowledgment of data sources. The data sources are listed in a disorganized manner that do not allow for easy referral. The reflection contains several errors and a basic standard of writing quality.	There is an incomplete or inaccurate acknowledgment of data sources throughout. If present, the data sources are missing key information. The reflection contains multiple errors and a poor standard of writing quality.