



**Ontario eSecondary School
Course Outline
2023-2024**

Ministry of Education Course Title: Introduction to Business Studies	
Ministry Course Code: BBI10/20	
Course Type: Open	
Grade: 9/10	
Credit Value: 1.0	
Prerequisite(s): None	
Department: Business Studies	
Course developed by: Asif Saleh	Date: September 10, 2018
Length: One Semester	Hours: 110
<p>This course has been developed based on the following Ministry documents:</p> <ol style="list-style-type: none"> 1. <i>The Ontario Curriculum, Grades 9 and 10 Business Studies, 2006 (Revised)</i> 2. <i>Growing Success: Assessment, Evaluation, and Reporting in Ontario's Schools (2010)</i> 3. <i>Learning for All (2013)</i> 	

COURSE DESCRIPTION/RATIONALE

This course introduces students to the world of business. Students will develop an understanding of business fundamentals and the functions of business, including accounting, marketing, information and communication technology, human resources, and production, and of the importance of ethics and social responsibility. Furthermore, students will gain an understanding of personal finance and entrepreneurship and apply skills associated with these topics. This course builds a foundation for further studies in business and helps students develop the business knowledge and skills they will need in their everyday lives.

OVERALL CURRICULUM EXPECTATIONS

Business Fundamentals

By the end of this course, students will:

1. Demonstrate an understanding of how businesses respond to needs, wants, supply, and demand;
2. Compare types of businesses;
3. Demonstrate an understanding of ethics and social responsibility in business;
4. Demonstrate an understanding of the benefits and challenges for Canada in the field of international business.

Finance

By the end of this course, students will:

1. Demonstrate an understanding of income and spending issues facing individuals and businesses;
2. Demonstrate an understanding of how banks and other financial institutions operate;
3. Demonstrate an understanding of effective investment practices;
4. Analyse the role and importance of credit in personal and business finance.

Functions of a Business

By the end of this course, students will:

1. Explain the role of production in business;
2. Explain the role of human resources in business;
3. Demonstrate an understanding of sound management practices in business;
4. Demonstrate an understanding of the importance and role of marketing in business;
5. Demonstrate an understanding of the importance and role of accounting in business;
6. Demonstrate an understanding of the importance and role of information and communication technology in business.

Entrepreneurship

By the end of this course, students will:

1. Describe characteristics and skills associated with successful entrepreneurs;
2. Demonstrate an understanding of the contributions to Canadian business of selected entrepreneurs;
3. Analyse the importance of invention and innovation in entrepreneurship.

COURSE CONTENT

<i>Unit</i>	<i>Length</i>
Unit 1: Business Fundamentals	25 hours
Unit 2: Personal Finance	25 hours
Unit 3: Functions of a Business	40 hours
Unit 4: Entrepreneurship	20 hours
Final Exam	3 hours
Total	110 Hours

UNIT DESCRIPTIONS

UNIT 1: BUSINESS FUNDAMENTALS

This unit will explore the nature of businesses and their varied structures. A discussion on how businesses arrive at economic decisions using available resources through understanding the needs and wants of consumers will be examined. The social and ethical responsibility of businesses will also play a pivotal role in this unit; students will analyze ethical dilemmas and unethical decision of real-life companies. Students will also learn about the different types of International Business structures, as well as the potential benefits and costs of International Business. International trade, particularly Canada's trade agreements and major trading partners, will also be discussed in this unit. Finally, International Business culture and etiquette will also be explored in the unit.

UNIT 2: PERSONAL FINANCE

In this unit students will explore the dimensions of personal finance including income sources, budgeting, financial planning and the use of credit. Various financial literacy topics will be covered. Through this exploration, students will identify educational requirements to achieve the level of income desired; examine work and employability skills to ensure personal growth and development; and examine financial goals and the strategies to achieve them. Some of the assessment tasks for this unit include having students do a personal inventory of their own skills, goals, and aspirations in life and subsequently analyzing their own personal financial future based on these.

UNIT 3: FUNCTIONS OF A BUSINESS

This unit will introduce students to current issues affecting businesses. The role of production, human resources, and management in business success is highlighted. Throughout the course students encounter discussion topics where they will post their ideas and respond to those of their classmates. Relevant topics such as the role of management and the rights of employees are all explored through a variety of lessons and activities. This unit will introduce students to the world of marketing in businesses, with a particular emphasis on 21st century marketing techniques and trends. Students will have the opportunity to develop their own advertising for a specific product/event as well learn of various marketing research techniques, with a focus on developing surveys. In this unit, students will learn to differentiate between the basic accounting terms of assets, liabilities, and owners' equity. Additionally, they will encounter business plans, balance sheets and income statement for an introductory look at important tools and procedures with regards to the field of accounting.

UNIT 4: ENTREPRENEURSHIP

This unit allows students to discover the meaning of entrepreneurship and identify characteristics and skills demonstrated by entrepreneurs. Students will research a variety of entrepreneurs and analyze their own entrepreneurial strengths and skills. Students develop an understanding of how opportunities are identified, and ventures created. Special emphasis is placed on inventions and innovations, as students will research a successful Canadian company.

TEACHING AND LEARNING STRATEGIES

In this course, students will experience the following activities.

Presentations with embedded videos are utilized to outline concepts, explain theory with the use of examples and practice questions, and incorporate multi-media opportunities for students to learn more (e.g. online simulations, quizzes, etc.).

End of unit conversations and Poodlls are opportunities for students to express their ideas, problem solving, and thought processes with a teacher who provides timely feedback.

Reflection is an opportunity for students to look back at concepts and theories with new eyes, to relate theory to practice, and to align learning with their own values and beliefs.

Discussions with the instructor are facilitated through video conferencing, discussing the concepts and skills being studied. This enables two-way communication between the student and the instructor, to share ideas and ask questions in dialogue. This also helps to build a relationship between the student and instructor.

Instructor demonstrations (research skills, etc.) are opportunities for the instructor to lead a student through a concept or skill through video conferencing, videos, or emailing with the student.

Discussion forums are an opportunity for students to summarize and share their ideas and perspectives with their peers, which deepens understanding through expression. It also provides an opportunity for peer-to-peer feedback.

Practical extension and application of knowledge are integrated throughout the course. The goal is to help students make connections between what they learn in the classroom and how they understand and relate to the world around them and their own lives. Learning becomes a dynamic opportunity for students to be more aware that their learning is all around them and enable them to create more meaning in their lives.

Individual activities/assignments assessments are completed individually at a student's own pace and are intended to expand and consolidate the learning in each lesson. Individual activities allow the teacher to accommodate interests and needs and to assess the progress of individual students. For this reason, students are encouraged to discuss IEPs (Individual Education Plans) with their teacher and to ask to modify assessments if they have a unique interest that they feel could be pursued in the assessment. The teacher plays an important role in supporting these activities by providing ongoing feedback to students, both orally and in writing.

Research is an opportunity to apply inquiry skills to a practical problem or question. Students perform research to gather information, evaluate quality sources, analyze findings, evaluate their analysis, and synthesize their findings into conclusions. Throughout, students apply both creative thinking and critical thinking. New questions are also developed to further learning.

Writing as a learning tool helps students to think critically about course material while grasping, organizing, and integrating prior knowledge with new concepts. Good communication skills are important both in and out of the classroom.

Diagrams are visual representations of scientific ideas and concepts. They provide another perspective to organize ideas. Visuals are thought to promote cognitive plasticity - meaning, they can help us change our minds or help us to remember an idea.

Cases are summaries of real-life situations wherein students relate theories and concepts towards understanding a real-world context. This helps students to understand the application and use of knowledge.

Articles are examples of concepts and theories being discussed in the public realm and with respect to current events. They are snapshots not only of why theories/concepts/applications are relevant but also

provide a window into the broader context of subject matter knowledge and understanding. Students learn through reading and analysis that the subject matter is deeply related to, and intertwined with, society and the diverse perspectives of lived experience.

Practice problems provide students with a scenario/problem to solve by applying concepts and skills learned in a context. This helps students to understand the relevance of their learning.

Oral presentations in an online environment are opportunities for students to present live or record presentations, expressing their ideas and understanding orally.

Market Research is an opportunity to conduct and combine primary and secondary research to better understand business issues, problems, ideas, and questions (e.g. comparing brands). Primary research involves the active participation of the student as a researcher conducting the inquiry (e.g. formulating a problem/question, gathering evidence, analyzing the evidence, and forming conclusions). Secondary research involves the summary or synthesis of data and literature that has been organized and published by others.

ASSESSMENT, EVALUATION, AND REPORTING

Assessment: The process of gathering information that accurately reflects how well a student is achieving the identified curriculum expectations. Teachers provide students with descriptive feedback that guides their efforts towards improved performance.

Evaluation: Assessment of Learning focuses on Evaluation which is the process of making a judgement about the quality of student work on the basis of established criteria over a limited, reasonable period of time.

Reporting: Involves communicating student achievement of the curriculum expectations and Learning Skills and Work Habits in the form of marks and comments as determined by the teacher's use of professional judgement.

STRATEGIES FOR ASSESSMENT

Assessment practices can nurture students' sense of progress and competency and information instruction. Many diagnostic tools, e.g. checklists and inventories, are used at regular intervals throughout the units to encourage students' understanding of their current status as learners and to provide frequent and timely reviews of their progress. Assessment of student acquisition of listening and talking, reading and viewing and writing skills also occurs regularly through unobtrusive teacher observation and conferencing.

Teachers are encouraged to share goals with students early in the course and to connect unit learning experiences frequently and explicitly with big ideas, overall expectations, and performance tasks. The teacher is encouraged to involve students in the discussion, modification, or creation of rubrics, and teach students to use rubrics as a learning tool.

ASSESSMENT ACTIVITIES

- Homework assignments
- Individual conference meetings
- Discussion Forums
- Diagnostic tests and writing tasks
- Free-writing journals/blogs
- Outlining and planning sheets
- Completed Templates & Graphic Organizers
- Editing Checklists
- Reflections

- Oral presentations & Active Listening
- Creative Writing & Story Development
- Tests & Exam
- Essay Writing
- Evaluations

EVALUATION

The final grade will be determined as follows:

- Seventy percent of the grade will be based on evaluation conducted throughout the course. This portion of the grade should reflect the student’s most consistent level of achievement throughout the course, although special consideration will be given to more recent evidence of achievement.
- Thirty percent of the grade will be based on a final evaluation administered at or towards the end of the course. This evaluation will be based on evidence from one or a combination of the following: an examination, a performance, an essay, and/or another method of evaluation suitable to the course content. The final evaluation allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course.

(Growing Success: Assessment, Evaluation and Reporting in Ontario Schools. Ontario Ministry of Education Publication, 2010 p.41)

Weightings	
Course Work	70
Knowledge/Understanding (K)	17.5
Thinking/Inquiry (T)	17.5
Communication (C)	17.5
Application (A)	17.5
Final	30
Culminating Project (3.75K, 3.75T, 3.75C, 3.75A)	15
Final Exam (9K, 3T, 0.75C, 2.25A)	15

TERM WORK EVALUATIONS (70%)

Evaluation Item	Description	Category
Business in the News	A collection of five (5) articles summarizing business news and its relation to the course	C
Researching a Canadian Business	A summative assignment that reports on a Canadian business and its characteristics. Citations are required.	K, T, C, A
Financial Literacy	A personal finance profile that encourages students to plan their financial future with budgets and goals.	K, C, A
Marketing Mix	A media-centric analysis of a product as presented through the lens of the 4Ps of Marketing model.	T, C, A
Accounting Quiz	A quiz designed to test fundamental accounting concepts and statements.	K, A
Unit Test(s)	The Unit tests are designed to test student understanding of key business concepts and functions.	K, T, A

FINAL EVALUATIONS (30%)

Evaluation Item	Description	Category
Culminating Project: Business Plan	Students will be required to develop a business plan based on market research and financial analysis concepts taught in class.	K, T, C, A
Final Exam	A final exam based on the units covered throughout the course.	K, T, C, A

AFL/AAL/AOL TRACKING SHEET

Unit 1: Business Fundamentals - 25 hours

AAL	AFL	AOL
Lesson 1.1: What Differentiates a Need vs. Want	Lesson 1.4: Effects of Globalization	Lesson 1.4: Researching a Canadian Business
Lesson 1.2: Business Venture Forum		
Lesson 1.5: The new NAFTA		

Unit 2: Personal Finance - 25 hours

AAL	AFL	AOL
Lesson 2.1: Money Matters	Lesson 2.1: Types of Income	Lesson 2.4: Financial Literacy Assignment
Lesson 2.2: Savings Plans Question Sheet`	Lesson 2.3 Simple Interest Worksheet	
Lesson 2.3 Why Credit Discussion	Lesson 2.4 Types of Financial Institutions	

Unit 3: Functions of Business - 40 hours

AAL	AFL	AOL
Lesson 3.3: Marketing Discussion	Lesson 3.2: Management Worksheet	Lesson 3.4: Developing a Marketing Mix
Lesson 3.5: Marketing Research Discussion	Lesson 3.3: Marketing 4Ps Worksheet	Lesson 3.10: Accounting Quiz
Lesson 3.8 Intro to Accounting Worksheet	Lesson 3.7: HRM Functions Questions	
Lesson 3.10: Income Statement Activity	Lesson 3.7 Career and Skills Match Questions	
	Lesson 3.9: Balance Sheet Activity	

Unit 4: Entrepreneurship - 20 hours

AAL	AFL	AOL
		Lesson 4.4 Business in the News

Finals

AOL
Culminating Project

CONSIDERATION FOR PROGRAM PLANNING

PLANNING PROGRAMS FOR STUDENTS WITH SPECIAL EDUCATION NEEDS

Classroom teachers are the key educators of students who have special education needs. They have a responsibility to help all students learn, and they work collaboratively with special education teachers, where appropriate, to achieve this goal. Special Education Transformation: The Report of the Co-Chairs with the Recommendations of the Working Table on Special Education, 2006 endorses a set of beliefs that should guide program planning for students with special education needs in all disciplines. Those beliefs are as follows: All students can succeed. Universal design and differentiated instruction are effective and interconnected means of meeting the learning or productivity needs of any group of students. Successful instructional practices are founded on evidence-based research, tempered by experience.

PROGRAM CONSIDERATIONS FOR ENGLISH LANGUAGE LEARNERS

Ontario schools have some of the most multilingual student populations in the world. The first language of approximately 20 percent of the students in Ontario's English language schools is a language other than English. Ontario's linguistic heritage includes several Aboriginal languages; many African, Asian, and European languages; and some varieties of English, such as Jamaican Creole. Many English language learners were born in Canada and raised in families and communities in which languages other than English were spoken, or in which the variety of English spoken differed significantly from the English of Ontario classrooms. Other English language learners arrive in Ontario as newcomers from other countries; they may have experience of highly sophisticated educational systems, or they may have come from regions where access to formal schooling was limited. When they start school in Ontario, many of these students are entering a new linguistic and cultural environment.

THE ROLE OF TECHNOLOGY IN THE PROGRAM

Information and communications technologies (ICT) provide a range of tools that can significantly extend and enrich teachers' instructional strategies and support students' language learning. ICT tools include multimedia resources, databases, Internet websites, digital cameras, and word-processing programs. Tools such as these can help students to collect, organize, and sort the data they gather and to write, edit, and present reports on their findings. Information and communications technologies can also be used to connect students to other schools, at home and abroad, and to bring the global community into the local classroom. Whenever appropriate, therefore, students should be encouraged to use ICT to support and communicate their learning.

ACCOMMODATIONS

Accommodations will be based on meeting with parents, teachers, administration and external educational assessment reports. The following three types of accommodations may be provided:

- Instructional accommodations:** such as changes in teaching strategies, including styles of presentation, methods of organization, or use of technology and multimedia.
- Assessment accommodations:** such as allowing additional time to complete tests or assignments or permitting oral responses to test questions.

Other examples of modifications and aids, which may be used in this course, are:

- Provide step-by-step instructions.
- Help students create organizers for planning writing tasks.
- Allow students to report verbally to a scribe (teacher/ student) who can help in note taking.
- Permit students a range of options for reading and writing tasks.
- Where an activity requires reading, provide it in advance.
- Provide opportunities for enrichment.