



Ontario eSecondary School Course Outline 2026-2027

Ministry of Education Course Title: International Business Fundamentals, University/College Preparation	
Ministry Course Code: BBB4M	
Course Type: University/College Preparation	
Grade: 12	
Credit Value: 1.0	
Prerequisite(s): None	
Department: Business Studies	
Course developed by: Vitaliy Bilous	Date: November 15th 2018 Updated: August 1, 2026
Length: One Semester	Hours: 110
This course has been developed based on the following Ministry documents: 1. Business Studies, The Ontario Curriculum, Grades 11 and 12, 2006, (revised) 2. <i>Growing Success: Assessment, Evaluation, and Reporting in Ontario's Schools</i> (2010) 3. <i>Learning for All</i> (2013)	

COURSE DESCRIPTION/RATIONALE

This course provides an overview of the importance of international business and trade in the global economy and explores the factors that influence success in international markets. Students will learn about the techniques and strategies associated with marketing, distribution, and managing international business effectively. This course prepares students for postsecondary programs in business, including international business, marketing, and management.

OVERALL CURRICULUM EXPECTATIONS

Unit 1

By the end of this course, students will:

1. Demonstrate an understanding of terminology, concepts, and basic business communication practices related to international business;
2. Analyze the impact of international business activity on Canada's economy;
3. Demonstrate an understanding of how international business and economic activities increase the interdependence of nations.

Unit 2

By the end of this course, students will:

1. Analyze ways in which Canadian businesses have been affected by globalization; 2. Demonstrate an understanding of the factors that influence a country's ability to participate in international business;
3. Assess the effects of current trends in global business activity and economic conditions.

Unit 3

By the end of this course, students will:

1. Analyze the ways in which cultural factors influence international business methods and operations;
2. Assess the ways in which political, economic, and geographic factors influence international business methods and operations;
3. Identify and describe common mistakes made by businesses in international markets; 4. Evaluate the factors currently affecting the international competitiveness of Canadian businesses.

Unit 4

By the end of this course, students will:

1. Assess the challenges facing a business that wants to market a product internationally; 2. Compare the approaches taken by various companies to market their products internationally; 3. Demonstrate an understanding of the logistics of, and challenges associated with, distribution to local, national, and international markets.

Unit 5

By the end of this course, students will:

1. analyze the ways in which ethical considerations affect international business decisions;
2. develop strategies to prepare for working in international markets;
3. demonstrate an understanding of the how international business and economic activities increase the interdependence of nations

COURSE CONTENT

<i>Unit</i>	<i>Length</i>
Unit 1: Business, Trade, and the Economy	20 hours
Unit 2: The Global Environment for Business	20 hours
Unit 3: Factors Influencing Success in International Markets	20 hours
Unit 4: Marketing Challenges, Approaches, and Distribution	20 hours
Unit 5: Working in International Markets	28 hours
Final Exam	2 hours
Total	110 Hours

UNIT DESCRIPTIONS

UNIT 1: BUSINESS, TRADE AND ECONOMY

This unit explores the impact of international business on people and businesses in Canada and the economic interdependence of nations. Students analyse barriers to trade and investigate Canadian trading partners. Furthermore, students choose a country on which to base many of their assignments throughout the course.

UNIT 2: FACTORS INFLUENCING SUCCESS IN INTERNATIONAL MARKETS

This unit explores the cultural factors that influence international markets and investigates how political, economic and geographic factors which affect international business operations. Students will develop an understanding of accepted international business practices.

UNIT 3: THE GLOBAL ENVIRONMENT FOR BUSINESS

This unit investigates the impact of globalization on Canadian businesses. Students examine and analyse the factors which influence a country's ability to participate in international business, as well as the aspects of social responsibility in international business.

UNIT 4: MARKETING CHALLENGES, APPROACHES AND DISTRIBUTIONS

This unit investigates the marketing challenges facing international businesses including: adaptations to international product marketing strategies; legal, cultural, and economic factors affecting product marketing; market research strategies for foreign markets; and concepts of distribution and logistics.

UNIT 5: WORKING IN INTERNATIONAL MARKETS

In this unit the students will analyse the ways in which technological innovations affect international business decisions. Then they will assess the working environment in international markets.

TEACHING AND LEARNING STRATEGIES

In this course, students will experience the following activities.

Participation activities are seven standardized, course-wide prompts (Teach the Teacher, Concept in Action, Spot the Error, Concept Connections, Take a Position, Claim/Support/Question, and a culminating Course Takeaways video) embedded at set points throughout the course. They build metacognitive engagement with unit concepts and contribute to the course's participation grade.

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.

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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.

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.

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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.

Assessment & Evaluation at OES: Triangulation of Learning

In alignment with the Ontario Ministry of Education's *Growing Success* policy, student achievement across all high school courses at Ontario eSecondary School (OES) is evaluated through the **triangulation of evidence: observations, conversations, and student products**.

OES courses incorporate each of these evidence sources in a variety of ways to provide every student with equitable opportunities to demonstrate their learning:

- **Observations:** Collected through video recordings, interactive digital tools, learning logs, and synchronous task demonstrations.
- **Conversations:** Gathered via teacher-student conferences, oral defenses, virtual check-ins, and reflective feedback dialogues.
- **Products:** Demonstrated through major projects, essays, lab reports, performance tasks, and final assessments.

By evaluating a balanced variety of evidence, OES teachers apply professional judgment to ensure accurate, fair, and comprehensive assessment of each student's progress.

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.

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ASSESSMENT ACTIVITIES

- ☐ Homework assignments
- ☐ Individual conference meetings
- ☐ Discussion Forums
- ☐ Diagnostic quizzes and writing tasks
- ☐ Outlining and planning sheets
- ☐ Completed Templates
- ☐ Editing Checklists
- ☐ Reflections
- ☐ Oral presentations & Active Listening
- ☐ Tests & Exam
- ☐ Evaluations

EVALUATION

The final grade will be determined as follows:

65% per cent 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.

25% of the grade will be based on a final evaluation administered at the end of the course. This evaluation will be based on evidence from a culminating task and a final written examination, both comprehensive of the course. The final evaluation is an opportunity for the student to demonstrate comprehensive achievement of the overall expectations for the course.

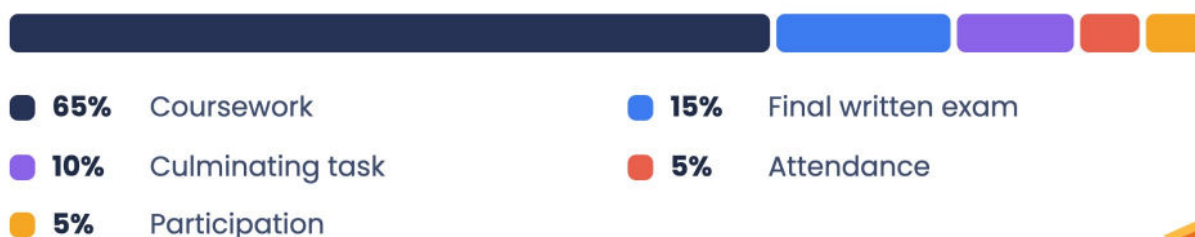
10% of the grade will be based on the student's attendance and participation throughout the course, assessed according to Ministry criteria.

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

BBB4M International Business

Grade 12 · University/College

How the final mark is calculated from September 2026

**TERM WORK EVALUATIONS (65%)**

Evaluation Item	Description	Category	Weight
Unit 1 The Pencil Research Assignment	Students are to choose a common everyday (ubiquitous) product/item. Research and determine what materials, tools, technology, processes, etc... go into making it. Determine the most likely origins for the items above. Make connections of interdependence.	K, T, C, A	13
Unit 1 Test	Students are to complete the Chapter 2 Test which assesses students learning on the main topics and concepts of the unit.	K, T, C, A	
Unit 2 Accepted International Business Practices Presentation	PowerPoint presentation on the accepted international business practices of your chosen country. Each student should represent one continent from the world (North America, South America, Europe, Asia, Africa and Australia).	K, T, C, A	13
Unit 2 Comparison with Five Countries Assignment	Students are to act as advisors to the Canadian Prime Minister by collecting specific information about specific issues pertaining to the provided list of countries before negotiating trade agreements.	K, T, C, A	
Unit 3 International Trade Agreement Presentation	For this assignment students will present an oral presentation with accompanying PowerPoint or Google or Prezi slideshow, observed by the teacher on one of the above international organizations or international trade agreements (trade treaties).	K, T, C, A	13
Unit 3 Corporate Social Responsibility	Students will need to choose a topic on one of the corporate social responsibility issues and then using visual aids create an interactive	K, T, C, A	

Presentation	presentation.		
Unit 4 Modifying Advertisement Presentation	For this assignment students will search for an international advertisement (print or online) and discuss what you think would change about the advertisement to make it be successful in Canada. Students goal is to make this advertisement global and	K, T, C, A	13

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	appeal to Canadians. You will prepare a mini presentation showing your ad to the class and the aspects you would alter and why.		
Unit 4 Creating a Supply Chain Assignment	Students will act as logistics managers at a Canadian clothing company. Students goal is to deliver a new designed product to the clothing company's marketing department using logistical choices before executing the distribution plan.	K, T, C, A	
Unit 5 Canada's Largest Companies and Their Competitive Advantages	Students are to prepare a chart/report profiling 6 different Canadian Companies and then examining each company's competitive advantage.	K, T, C, A	13
Unit 5 Test	Students are to complete the Chapter 10 Test which assesses students learning on the main topics and concepts of the unit.	K, T, C, A	

FINAL EVALUATIONS (25%)

Evaluation Item	Description	Category	Weight
Culminating Task	The Summative Project brings together the main topics and concepts of the course into one final assignment where students are to create their Business Portfolio.	K, T, C, A	10
Final Exam	The Final Exam assesses students on contents and topics from all units of the course.	K, T, C, A	15

Attendance and Participation (10%)

Evaluation Item	Description	Category	Weight
Attendance	Assessed according to the Ministry's attendance criteria (Growing Success, September 2026 update), based on the proportion of unexcused absences over the course.		5

Participation	Assessed according to the Ministry's participation criteria (Growing Success, September 2026 update), based on engagement in class discussions and activities throughout the course, including the standardized participation prompts (see Teaching and Learning Strategies).		5
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AFL/AAL/AOL TRACKING SHEET

Unit 1: Business, Trade and Economy – 20 hours

AAL	AFL	AOL
Chapter 1: Exit Ticket Question and Conversation	International Business/Trade and Conflict: Video Analysis Assignment	The Pencil Research Assignment
Chapter 1 Learning Log	How Effective are Economic Sanctions? Assignment	Unit 1 Test
Chapter 2 Learning Log	Unit 1: Teacher Check-In	

Unit 2: Factors Influencing Success in International Markets – 20 hours

AAL	AFL	AOL
Coffee Culture Discussion Forum	Hofstede's Dimension of Culture in the Movie Outsourced Assignment	Accepted International Business Practices PowerPoint Presentation: Observation
Chapter 3 Learning Log	Economic Systems Worksheet Assignment	GDP Comparison with Five Countries Assignment
Bombardier's Competitive Advantage Assignment	Canada's Comparative Advantage Assignment	

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Lobby Groups Changing Laws in the Business Environment	Unit 2: Teacher Check-In: Conversation	
Chapter 4 Learning Log		

Unit 3: The Global Environment for Business – 20 hours

AAL	AFL	AOL
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Chapter 5 Learning Log	Changes in U.S.A's trade policies	International Trade Agreements & Organizations Influencing Global Trade: Conversation
The Goal of Increasing Profitability	Understanding CSR Assignment	Corporate Social Responsibility Presentation
Chapter 6 Learning Log	Unit 3: Teacher Check-In: Conversation	

Unit 4: Marketing Challenges, Approaches and Distribution – 20 hours

AAL	AFL	AOL
Helping Poor Participate in the Market Discussion Forum	Sales Model that Works in Emerging Market Assignment	Modifying Advertisement Presentation
Chapter 7 Learning Log	Role of Middlemen in the Distribution Channel	Creating a Supply Chain Assignment
Amazon Warehouse Discussion Forum	Unit 4: Teacher Check-In: Conversation	
Chapter 8 Learning Log		

Unit 5: Working in International Markets – 20 hours

AAL	AFL	AOL
Chapter 9 Learning Log	The Impact of 3D Printing Technology in International Business	The Ebola Outbreak Assignment: Conversation
Canada's Border Control Discussion Forum	The impact of COVID-19 on Global Businesses	Unit 5 Test
Cultural Barriers in Multinational World	My First Multinational Interview	
Chapter 10 Learning Log	Unit 5: Teacher Check-In: Conversation and Observation	

Finals

AOL

Final Task
Final Exam

CONSIDERATION FOR PROGRAM PLANNING

PLANNING PROGRAMS FOR STUDENTS WITH SPECIAL EDUCATION NEEDS

OES teachers are the key educators of students with special education needs and have a responsibility to help all students learn. Program planning for students with special education needs is guided by the principles set out in *Learning for All: A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12* (2013): all students can succeed; each student has their own unique patterns of learning; successful instructional practices are founded on evidence-based research, tempered by experience; and universal design and differentiated instruction are effective and interconnected means of meeting the learning or productivity needs of any group of students. Where a student has an Individual Education Plan (IEP), the accommodations identified in the IEP — instructional, environmental, and assessment — are implemented within the course, and the online learning environment is adapted accordingly. The asynchronous structure of OES courses provides built-in flexibility that supports many common accommodations, including extended time for assignments and assessments, breaks as needed, access to assistive technology, and the ability to review instructional material multiple times.

PROGRAM CONSIDERATIONS FOR ENGLISH LANGUAGE LEARNERS

Ontario schools have some of the most linguistically diverse student populations in the world, and OES serves English language learners across Ontario and internationally. English language learners may be Canadian-born or newcomers; they may have experience of highly sophisticated educational systems or may have come from regions where access to formal schooling was limited. In planning this course, teachers consider the strengths and needs of English language learners and provide appropriate adaptations consistent with *English Language Learners / ESL and ELD Programs and Services: Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12* (2007). Supports within the online environment include modification of instructional language without modification of curriculum expectations, use of visual and multimedia supports, opportunities to replay and review lesson content, extended time where appropriate, and teacher feedback that models academic English. Assessment accommodations, such as granting additional time and permitting the use of bilingual dictionaries, are provided where appropriate.

ENVIRONMENTAL EDUCATION

Consistent with *Acting Today, Shaping Tomorrow: A Policy Framework for Environmental Education in Ontario Schools* (2009) and *Environmental Education: Scope and Sequence of Expectations* (2017), environmental education is embedded across the curriculum rather than treated as a separate subject. Teachers help students acquire knowledge about the environment, develop skills to address environmental issues, and foster attitudes that motivate responsible environmental action. As an online school, OES also models environmental responsibility through paperless course delivery and the elimination of daily commuting. In this course, students examine corporate social responsibility and the environmental dimensions of business decisions, including sustainable business practices and the environmental costs and opportunities associated with commercial activity.

EQUITY AND INCLUSIVE EDUCATION

This course is planned and delivered in accordance with Ontario's Equity and Inclusive Education Strategy (2009) and Policy/Program Memorandum No. 119, *Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools* (2013). OES is committed to an inclusive learning environment in which all students feel welcomed, respected, and able to succeed, regardless of ancestry, culture, ethnicity, sex, gender identity, sexual orientation, disability, race, religion, or socio-economic status. In this course,

teachers select learning materials that reflect the diversity of Ontario and the wider world, address bias in texts and resources where it arises, and ensure that assessment practices are fair and free of cultural assumptions. Because OES students learn from communities across Ontario, Quebec, and around the world, discussion activities and teacher feedback are moderated to maintain a respectful, harassment-free environment for all learners.

FINANCIAL LITERACY EDUCATION

In accordance with *A Sound Investment: Financial Literacy Education in Ontario Schools* (2010) and current Ministry direction on financial literacy, students are provided with opportunities to build the knowledge and skills needed to make informed financial decisions, understand their roles as consumers and citizens, and think critically about the economic forces that affect their lives. OES also supports students in meeting the Ministry's financial literacy graduation requirement, as described in the OES School Course Calendar. Financial literacy is central to this course: students work directly with financial concepts, records, and decision-making, building the knowledge and skills needed to manage money effectively in both personal and business contexts.

FIRST NATIONS, MÉTIS, AND INUIT EDUCATION

Program planning in this course aligns with the Ontario First Nation, Métis, and Inuit Education Policy Framework (2007), which supports improved outcomes for First Nations, Métis, and Inuit students and promotes awareness and understanding of Indigenous histories, cultures, perspectives, and contributions among all students. Where appropriate to the curriculum expectations, teachers incorporate Indigenous perspectives, authors, and content, and approach these topics with accuracy and respect, drawing on Ministry-recommended resources. All OES students benefit from opportunities to deepen their knowledge of the histories and contemporary realities of First Nations, Métis, and Inuit peoples, including the legacy of the residential school system and the Truth and Reconciliation Commission's Calls to Action related to education.

THE ROLE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY

Information and communications technology (ICT) is integral to every OES course: instruction, learning activities, assessment, and teacher-student communication all take place through the school's learning management system. ICT tools — including multimedia lessons, digital texts, simulations, video conferencing for proctored assessments, and word-processing and productivity software — extend and enrich instruction and allow students to collect, organize, and present their learning in a range of formats. Teachers help students develop digital citizenship skills, including responsible and ethical use of technology, critical evaluation of online sources, protection of personal information, and academic integrity in digital environments, consistent with OES's Acceptable Use, Academic Honesty, and Artificial Intelligence policies as published in the School Course Calendar.

CAREER EDUCATION

Consistent with *Creating Pathways to Success: An Education and Career/Life Planning Program for Ontario Schools* (2013), teachers support students in answering the four questions at the centre of education and career/life planning: Who am I? What are my opportunities? Who do I want to become? What is my plan for achieving my goals? Expectations in this course include many opportunities for students to apply their skills to work-related situations, explore educational and career options, and become self-directed learners. OES guidance staff support students in course selection, postsecondary application planning (including OUAC, CEGEP, and international pathways), and the development of individual pathways plans. This course supports pathways into accounting, finance, management, marketing, entrepreneurship, and economics, and career connections within the business world are highlighted throughout the course.

COOPERATIVE EDUCATION AND OTHER FORMS OF EXPERIENTIAL LEARNING

Planned learning experiences in the community, including job shadowing, work experience, and cooperative education, provide students with opportunities to see the relevance of their classroom

learning, explore careers of interest, and develop essential workplace skills consistent with The Ontario Curriculum, Grades 11 and 12: Cooperative Education (2018). Students may earn up to two cooperative education credits toward their compulsory credit requirements for the Ontario Secondary School Diploma. Students interested in experiential learning opportunities related to this course are encouraged to contact OES guidance staff to discuss options available to them.

HEALTH AND SAFETY

Although OES students learn remotely, health and safety remain integral considerations in program planning. Teachers model and promote safe and healthy practices for online learning, including sound ergonomics, balanced screen time, regular breaks, and strategies that support positive mental health and well-being. OES maintains a safe and respectful virtual learning environment consistent with the school's codes of conduct, bullying prevention expectations, and privacy practices as published in the School Course Calendar, and students are provided with clear channels for reporting concerns to their teachers, guidance staff, or the Principal.

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.