



**Ontario eSecondary School
Course Outline
2022-2023**

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: June 1st, 2019
Length: One Semester	Hours: 110
This course has been developed based on the following Ministry documents: <ol style="list-style-type: none">1. Business Studies, The Ontario Curriculum, Grades 11 and 12, 2006, (revised)2. <i>Growing Success: Assessment, Evaluation, and Reporting in Ontario's Schools (2010)</i>	

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	20 hours
Culminating Activity	8 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

The students will experience a variety of activities:

Whole-Class Activities

Whole class activities are designed to introduce concepts and skills that are directly applicable to the workplace and to build on the content being studied during small group and individual activities. These activities include the following:

Class discussions that are facilitated through video conferencing and telephone conversations with their subject teacher or discussions with other students concerning the concepts and skills being studied. This is done with the use of Socratic circles for discussions.

Teacher demonstrations (research skills, etc.) through video conferencing, email, or telephone conversations with subject teacher, or videos provided of a teacher or student demonstrating the concepts and skills being studied. This helps the student and teacher create an atmosphere of trust and respect to aid in the online learning environment.

Video presentations and technological aids (research) with videos embedded to enrich the course content and clarify concepts and skills being studied. Also the use of online pre-approved quizzes and games to help a student become more familiar with the concepts and skills being studied.

Diagnostic and review activities (audio and video taping) can be student-lead or teacher lead to work as a review for students through audio and video made to share among each other to help reinforce the concepts and skills being studied.

Brainstorming, charts and graphs are a great way for students to demonstrate their knowledge of subject matter through graphic organizers, pictures, and texts. This is communicated through assignments in Moodle.

Small Group Activities

The teacher sets up small group activities to provide opportunities for active and oral learning as well as to bolster practical communication and teamwork skills. The teacher plays a critical role during group activities by monitoring group progress as well as answering questions that arise and using questions to assist students in their understanding. In this way, the teacher also facilitates student understanding of effective learning, communication, and team building during group activities.

The small group activities include the following:

Paired or small group research activities students are able to share their work online with not only their teachers, but their classmates too. Students are able to share resources through online chat and video conferencing. The ability to learn from each other, work on teamwork skills, and practice communication are valued and encouraged throughout the course.

Comparison and evaluation of written work is very important in this course. This course focuses on giving many examples of correct work, and helping students build the skills needed to peer-correct and self-correct. Students are given a variety of texts to read through embedded links, to make comparisons with different texts, real life situations, and their own writing.

Practical extension and application of knowledge is used as an effective learning strategy in this course because it allows the students to read and listen to the texts and stories and reflect back with connections to themselves, other texts and the world. Students are encouraged to share their understandings through work submitted each day, phone conversations about course work, or videoconferencing.

Oral presentations in an online environment we have the equipment to have student either live video conference oral presentations, or make videos and submit them for their oral presentations. These oral presentations can be viewed by fellow students (when appropriate) and the teacher. Students can learn from one another, and from their teacher. Such activities include dramatic readings and performances.

Story boarding an excellent way for students to present their findings, thoughts, and ideas. This allows another way for their work to be communicated and shared between the student and teacher, and student to student. This can be done through uploading on Moodle and video conferencing.

Charts and graphs are used to present effective learning opportunities of concepts and skills to students who would benefit from visual objects to learn. Every student learns differently, and it is used to help students discover another way to present their information such as graphic organizers, lists, and pictures.

Individual Activities

The teacher should provide a variety of individual assignments to expand and consolidate the learning that takes place in the whole-class and small group activities. Individual activities allow the teacher to accommodate interests and needs and to access the progress of individual students. The teacher plays an

important role in supporting these activities through the provision of ongoing feedback to the students, both orally and in writing. Teachers are encouraged to include individual activities such as the following in the course:

Research is completed in an online environment by teaching the students first about plagiarism rules and giving examples of good sources to use. The students are not only limited to the online search for information, but have resources available by links on the Moodle page of information that has been scanned and uploaded.

Individual assignments are worked on at a student's own pace. The teacher can support the student in these activities with ongoing feedback.

Oral presentations are facilitated through the use of video conferencing and video recording.

Practical extension and application of knowledge helps students develop their own voice, and gives them the ability to make personal connections, and connections to the world throughout their course. Students are given a variety of reading and viewing texts to give them many chances to apply their new concepts, skills, and knowledge.

Ongoing project work is something that is valued in the earning of an English credit. The ongoing project can be submitted to the teacher for ongoing feedback in both written and oral work.

Reading students are able to read a variety of texts online. The students may print out the reading material to use it to highlight, take notes, and have with them when a computer is not available.

Written assignments are used to allow students to develop their skills in writing, comprehension, and communication. With the online format students submit their work, and have a chance to get feedback from the teacher, and submit their best work. This can be demonstrated with reading responses, personal writing, report writing, essay writing, script writing, business and technical writing, and individual research assignments.

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.

Units conclude with performance tasks, e.g., interviews and from essays that build towards and prepare students for the end-of-course culminating task in Unit Five. 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, i.e. check bricks; teacher-adapted generic rubrics

available in many sources, including the *Ontario Secondary School Literacy Course (OSSLC) Profile*, so that they are more task-specific. The teacher might ask: “What does the criteria look like for this particular task?” Or “What does limited effectiveness look like?” The teacher could involve students in the discussion, modification, or creation of rubrics, and teach students to use rubrics as a learning tool that can support the writing process and practice.

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:

- ❑ Seventy 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.
- ❑ Thirty per cent 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	17.5
Thinking/Inquiry	17.5
Communication	17.5
Application	17.5
Final	30
Culminating Activity	15
Final Exam	15

TERM WORK EVALUATIONS (70%):

Evaluation Item	Description	Category
Chapter 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/I, C, A
Chapter 2: Test	Students are to complete the Chapter 2 Test which assesses students learning on the main topics and concepts of the unit.	K, T/I, C, A
Chapter 3: 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/I, C, A
Chapter 4: Comparison with	Students are to act as advisors to the Canadian Prime Minister by collecting specific information about	K, T/I, C

Five Countries Assignment	specific issues pertaining to the provided list of countries before negotiating trade agreements.	
Chapter 5: International Trade Agreement Presentation	For this assignment students will present an oral presentation with accompanying PowerPoint or Google or Prezi slideshow on one of the above international organizations or international trade agreements (trade treaties).	K, C
Chapter 6: Corporate Social Responsibility Presentation	Students will need to choose a topic on one of the corporate social responsibility issues and then using visual aids create an interactive presentation.	K, T/I, C, A
Chapter 7: 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 appeal to Canadians. You will prepare a mini presentation showing your ad to the class and the aspects you would alter and why.	K, T/I, C
Chapter 8: 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.	T/I, A
Chapter 9: 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, C
Chapter 10: Test	Students are to complete the Chapter 10 Test which assesses students learning on the main topics and concepts of the unit.	K, I/T, C, A

FINAL EVALUATIONS (30%):

Evaluation Item	Description	Category
Summative Project	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.	SUM
Final Exam	The Final Exam assesses students on contents and topics from all units of the course.	SUM

AFL/AAL/AOL Tracking sheet:

Unit 1: Business, Trade and Economy – 20 hours

AAL	AFL	AOL
Chapter 1: Exit Ticket Question	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
Chapter 3 Learning Log	Economic Systems Worksheet Assignment	GDP Comparison with Five Countries Assignment
Bombardier’s Competitive Advantage Assignment	Canada’s Comparative Advantage Assignment	
Lobby Groups Changing Laws in the Business Environment	Unit 2: Teacher Check-In	
Chapter 4 Learning Log		

Unit 3: The Global Environment for Business – 20 hours

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

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	
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
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	

Finals

AOL
Culminating Project
Final Exam

CONSIDERATION FOR PROGRAM PLANNING

Students learn best when they are engaged in a variety of ways of learning. Guidance and career education courses lend themselves to a wide range of approaches in that they require students to research, think critically, work cooperatively, discuss relevant issues, and learn through practice in a variety of settings. Helping students become self-directed, lifelong learners is a fundamental aim of the guidance and career education curriculum. When students are engaged in active and experiential learning strategies, they tend to retain knowledge for longer periods and develop meaningful skills. Active and experiential learning strategies also enable students to apply their knowledge and skills to real-life issues and situations.

ANTIDISCRIMINATION EDUCATION IN GUIDANCE AND CAREER EDUCATION

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 per cent 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 ENGLISH 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 parent, teachers, administration and external educational assessment report. 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.
- Environmental accommodations:** such as preferential seating or special lighting.
- 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.
- Record key words on the board or overhead when students are expected to make their own notes.
- 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.