



Ontario eSecondary School Course Outline 2022-2023

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
This course has been developed based on the following Ministry documents: 1. <i>The Ontario Curriculum, Grades 9 and 10 Business Studies, 2006 (Revised)</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.

Prerequisite: None

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

The students will experience a variety of activities:

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.

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.

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 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 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)

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, I, 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.	I, 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, I, 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, I, C, A
Final Exam	A final exam based on the units covered throughout the course.	K, I, 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

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 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 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.