



Ontario eSecondary School Course Outline 2024-2025

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
<p>This course has been developed based on the following Ministry documents:</p> <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> 3. <i>Learning for All (2013)</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- Culminating Unit	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.

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.

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 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 (K)	17.5
Thinking/Inquiry (T)	17.5
Communication (C)	17.5
Application (A)	17.5
Final	30
Culminating Activity (3.75K, 3.75T, 3.75C, 3.75A)	15
Final Exam (2.6K, 3.7T, 3.7C, 5A)	15

TERM WORK EVALUATIONS (70%)

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	17
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	14
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 on one of the above international organizations or international trade agreements (trade treaties).	K, T, C, A	20
Unit 3 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, C, A	
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	7

	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	18
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 (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.	K, T, C, A
Final Exam	The Final Exam assesses students on contents and topics from all units of the course.	K, T, C, A

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

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.