



Course Outline

Department:	Business Studies
Course Title:	International Business Fundamentals
Grade Level:	12
Course Type:	University/College Preparation
Course Code:	BBB4M
Credits Value:	1.0
Prerequisite(s):	None
Policy Document:	<i>The Ontario Curriculum, Grades 11 and 12 – Business Studies, 2006-revised</i>
Developed by:	Lee Clarke
Development Date:	November 2016
Revised By:	Alex Chen
Revision date	August 2020

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.

OUTLINE OF COURSE CONTENT

Unit	Title	Description	Time
1	Business, Trade, and the Economy	Students will lay the foundation for international business in this unit. Students will learn about trade and international interdependence and how these things affect their daily lives.	21h
2	The Global Environment For Business	This unit builds on the previous by looking at factors affecting international business, such as global trends, currency exchange, and trade agreements. Students will gain a deeper appreciation of the complexity involved in international business.	27h
3	Factors Influencing Success in International Markets	Whereas previous units had a macroscopic view, this unit starts to focus on the view of business leaders seeking to operate in international markets. The unit will look at cultural, political, and economic factors affect international operations.	15h
4	Marketing Challenges, Approaches, and Distribution	Building on the previous unit, this unit will go deeper into marketing and new market entry for international businesses. It will also cover logistics.	18h
5	Working in International Markets	This final unit will look at business ethics and corporate social responsibility, which is of utmost importance for international businesses. It will also look at challenges associated with working abroad.	27h
6	Final Evaluation	Students will give a presentation on a country of their choice, detailing the international business environment of that country. Students will also write a final exam.	2h
	Total		110h

OVERALL CURRICULUM EXPECTATIONS

Strand	By the end of this course, students will:
Business, Trade, and the Economy	<ul style="list-style-type: none"> · demonstrate an understanding of terminology, concepts, and basic business communication practices related to international business; · analyse the impact of international business activity on Canada's economy; · demonstrate an understanding of how international business and economic activities increase the interdependence of nations.
The Global Environment for Business	<ul style="list-style-type: none"> · analyse ways in which Canadian businesses have been affected by globalization; · demonstrate an understanding of the factors that influence a country's ability to participate in international business; · assess the effects of current trends in global business activity and economic conditions.
Factors Influencing Success in International Markets	<ul style="list-style-type: none"> · analyse the ways in which cultural factors influence international business methods and operations; · assess the ways in which political, economic, and geographic factors influence international business methods and operations; · identify and describe common mistakes made by businesses in international markets; · evaluate the factors currently affecting the international competitiveness of Canadian businesses.
Marketing Challenges and Approaches, and Distribution	<ul style="list-style-type: none"> · assess the challenges facing a business that wants to market a product internationally; · compare the approaches taken by various companies to market their products internationally; · demonstrate an understanding of the logistics of, and challenges associated with, distribution to local, national, and international markets.
Working in International Markets	<ul style="list-style-type: none"> · analyse the ways in which ethical considerations affect international business decisions; · assess the working environment in international markets; · demonstrate an understanding of the process for crossing international borders as it relates to international business.

TEACHING & LEARNING STRATEGIES

Using a variety of instructional strategies, the teacher will provide numerous opportunities for students to develop skills of inquiry, problem solving, and communication as they investigate and learn fundamental concepts.

Along with some of the strategies noted in the assessment for, as and of learning charts below, strategies will include:

Activity Based Strategies	Arts Based Strategies	Cooperative Strategies
Debate Simulation Case Study	Role Playing	Collaborative Discussion Interview Peer Practice Peer Teaching Think/Pair/Share

Direct Instruction Strategies	Independent Learning Strategies	Technology and Media Based Applications
Demonstration Activities Lecture Review Task Cards Visualization Workbook/Work Sheets	Homework Independent Study Memorization Note Making	Internet Technologies Media Presentation Multimedia Applications

STRATEGIES FOR ASSESSMENT & EVALUATION OF STUDENT PERFORMANCE

There are three forms of assessment that will be used throughout this course:

Assessment for Learning: Assessment for Learning will directly influence student learning by reinforcing the connections between assessment and instruction, and provide ongoing feedback to the student. Assessment for Learning occurs as part of the daily teaching process and helps teachers form a clear picture of the needs of the students because students are encouraged to be more active in their learning and associated assessment. Teachers gather this information to shape their classroom teaching.

Assessment for Learning is:

- Ongoing
- Is tied to learning outcomes
- Provides information that structures the teachers planning and instruction
- Allows teachers to provide immediate and descriptive feedback that will guide student learning

The purpose of Assessment for Learning is to create self-regulated and lifelong learners.

Assessment as Learning: Assessment as Learning is the use of a task or an activity to allow students the opportunity to use assessment to further their own learning. Self and peer assessments allow students to reflect on their own learning and identify areas of strength and need. These tasks offer students the chance to set their own personal goals and advocate for their own learning.

The purpose of Assessment as Learning is to enable students to monitor their own progress towards achieving their learning goals.

Assessment of Learning: Assessment of Learning will occur at or near the end of a period of learning; this summary is used to make judgments about the quality of student learning using established criteria, to assign a value to represent that quality and to communicate information about achievement to students and parents.

Evidence of student achievement for evaluation is collected over time from three different sources – *observation*, *conversations*, and *student products*. Using multiple sources of evidence will increase the reliability and validity of the evaluation of student learning.

Assessment for Learning	Assessment as Learning	Assessment of Learning
Student Product <ul style="list-style-type: none"> • Pre-tests • Exit tickets • Forum Posts Observation <ul style="list-style-type: none"> • Class discussions • PowerPoint presentations • Performance tasks Conversation <ul style="list-style-type: none"> • Small Group Discussions • Pair work 	Student Product <ul style="list-style-type: none"> • Pre-tests • Whiteboard Quizzes • Peer feedback • Exit tickets • Forum Posts Observation <ul style="list-style-type: none"> • Class discussions • PowerPoint presentations • Performance tasks Conversation <ul style="list-style-type: none"> • Small Group Discussions 	Student Product <ul style="list-style-type: none"> • Assignment • Tests • Reports • Portfolio Observation <ul style="list-style-type: none"> • PowerPoint presentations • Performance tasks Conversation <ul style="list-style-type: none"> • Student teacher conferences • Question and Answer Sessions

EVALUATION

Evaluation will be based on the provincial curriculum expectations and the achievement levels outlined in the curriculum document. Student achievement of the learning expectations will be evaluated according to the following breakdown.

Categories of the Achievement Chart	Description	Wt.
Knowledge & Understanding	Subject-specific content acquired (knowledge), and the comprehension of its meaning and significance (understanding)	25%
Thinking	The use of critical and creative thinking skills and/or processes.	25%
Communication	The conveying of meaning and expression through various art form	25%
Application	The use of knowledge and skills to make connections within and between various contexts.	25%
Total		100%

FINAL MARK

The percentage grade represents the quality of the student's overall achievement of the expectations for the course and reflects the corresponding level of achievement as described in the achievement chart for the arts.

70% of the grade will be based upon evaluations conducted throughout the course. This portion of the grade will reflect the student's most consistent level of achievement throughout the course, although special consideration will be given to more recent evidence of achievement.

30% of the grade will be based on a final evaluation. At least 20% of this evaluation will be a formal examination. The other 10% may be any one of a variety of assessment tools that suit the students learning style.

CONSIDERATIONS FOR PROGRAM PLANNING IN BUSINESS STUDIES

Teachers who are planning the program in business studies take into account considerations in a number of important areas. Essential information that pertains to all disciplines is provided in the companion piece to this document, *The Ontario Curriculum, Grades 9 to 12: Program Planning and Assessment, 2000*. The areas of concern to all teachers that are outlined there include the following:

Teaching Approaches

Students learn best when they are engaged in a variety of ways of learning. Business studies courses lend themselves to a wide range of approaches in that they require students to discuss issues, solve problems using applications software, participate in business simulations, conduct research, think critically, work cooperatively, and make business decisions. When students are engaged in active and experiential learning strategies, they tend to retain knowledge for longer periods and to develop meaningful skills. Active and experiential learning strategies also enable students to apply their knowledge and skills to real-life issues and situations.

Some of the teaching and learning strategies that are suitable to material taught in business studies are the use of case studies and simulations, teamwork, brainstorming, mind mapping, problem solving, decision making, independent research, personal reflection, seminar presentations, direct instruction, portfolios, and hands-on applications. In combination, such approaches promote the acquisition of knowledge, foster positive attitudes towards learning, and encourage students to become lifelong learners.

Teachers must provide a wide range of activities and assignments that encourage mastery of basic concepts and development of inquiry/research skills. To make their programs interesting and relevant, they must help students to relate the knowledge and skills gained to issues and situations in the business world. It is essential to emphasize the relationship of business studies to the world outside the school to help students recognize that what they are studying is not just a school subject but a reality that profoundly affects their lives, their communities, and the world.

Students' attitudes towards business studies can have a significant effect on their achievement of expectations. Teaching methods and learning activities that encourage students to recognize the value and relevance of what they are learning will go a long way towards motivating students to

work and learn effectively. In addition, the diversity of subjects and approaches represented in the business curriculum will allow students to find courses that are well suited to their particular learning styles and interests.

In all courses, consideration should be given to including student conferences, visits from a range of guest speakers with diverse backgrounds and experiences, and trips to local businesses. Students develop a better understanding of various aspects of the study of business when they can see and experience actual examples of what they are studying. Such experiences also give them a better appreciation of the unique features of the business communities that affect their daily lives.

The complex nature of business today, influenced by the restructuring of the economy, rapid advances in technology, and the globalization of the marketplace, requires that students be given varied opportunities to learn about current business realities and practices. By ensuring that students engage in experiential learning and real-world applications, teachers can help them develop the practical, current business knowledge and skills they need.

The business studies courses outlined in this document have been designed for use throughout the province, and the expectations in them can be adapted to reflect the local business environment. They also take into account the constant changes in technology and the global economy, enabling teachers to develop lessons that are creative, dynamic, and challenging for students. The curriculum expectations encourage the use of business simulations, and information and communication technology. They also focus on employability skills, thereby building a foundation for the development of school-to-work transition programs.

The Importance of Current Events in Business Studies

The study of current events should inform the business studies curriculum, enhancing both the relevance and the immediacy of the program. Discussion and incorporation of current events into daily lessons not only stimulates student interest and curiosity but also helps students connect what they are learning in class with real-world events or situations. The study of current events needs to be thought of not as a separate topic removed from the program but as an effective instructional strategy for implementing many of the expectations found in the curriculum.

The Role of Technology in Business Studies

In this business studies course, information technology is considered a learning tool that must be accessed by the students in many areas. As a result, students will develop transferable skills through their experience with word processing, spreadsheets, journals, flow charts, and telecommunication tools, as would be expected in an accounting environment. Information and communication technologies are integrated into the business studies curriculum in a way that mirrors the dynamic environment in which business is conducted today, creating an authentic and relevant learning environment for students.

Planning Business Studies Programs for Students With Special Education Needs

This is not applicable for students at The Erindale Academy. The Erindale Academy does not have any students with special needs. It will be addressed when the need arises.

English As a Second Language and English Literacy Development (ESL/ELD)

All of our business studies courses can provide a wide range of options to address the needs of ESL/ELD students. Since business seeks ways to address the needs of diverse markets and communities, students can apply their own experiences and backgrounds to analyze various markets' needs and business strategies. In addition, since businesses require employees with a wide range of skills and abilities, many students will learn how their backgrounds and language skills can contribute to business success.

Young people whose first language is not English enter Ontario secondary schools with diverse linguistic and cultural backgrounds. Students who come to Ontario from other countries will find the study of the subjects within Business Studies particularly useful.

In a supportive learning environment, most students will develop oral language proficiency quite quickly. Teachers can sometimes be misled by the high degree of oral proficiency demonstrated by many English language learners in their use of everyday English and may mistakenly conclude that these students are equally proficient in their use of academic English. Most English language learners who have developed oral proficiency in everyday English will nevertheless require instructional scaffolding to meet curriculum expectations.

Appropriate adaptations for ELL students include:

- modification of some or all of the subject expectations so that they are challenging but attainable for the learner at his or her present level of English proficiency, given the necessary support from the teacher;
- use of a variety of instructional strategies (e.g., modeling; use of music, movement, and gestures; open-ended activities; extensive use of visual cues, images, diagrams; visual representations of key ideas; graphic organizers; scaffolding; pre-teaching of key vocabulary; peer tutoring; strategic use of students' first languages);
- use of a variety of learning resources (e.g., simplified text, illustrated guides or diagrams that show how to use equipment or perform skills, food guides and other health resources available in languages that students speak at home, bilingual dictionaries, visual material, displays; music, dances, games, and materials and activities that reflect cultural diversity);
- use of assessment accommodations (e.g., provision of extra time; use of interviews and oral presentations; use of portfolios, demonstrations, visual representations or models, or tasks requiring completion of graphic organizers or cloze sentences instead of essay questions and other assessment tasks that depend heavily on proficiency in English).

Antidiscrimination Education in Business Studies

Antidiscrimination education promotes a school climate and classroom practice that encourage all students to work to high standards, ensure that they are given a variety of opportunities to be successful, affirm their self-worth, and help them strengthen their sense of identity and positive self-image. The business studies curriculum is designed to help students acquire the habits of mind that are essential in a complex democratic society characterized by rapid technological, economic, political, and social change. These include respect and understanding with regard to individuals, groups, and cultures in Canada and the global community, including an appreciation and valuing of the contributions of Aboriginal people to the richness and diversity of Canadian life.

Literacy, Numeracy, and Inquiry/Research Skills

Success in all their secondary school courses depends in large part on students' literacy skills. The activities and tasks that students undertake in the business studies curriculum involve oral, written, and visual communication skills. Communicating in a business environment and using business software require the use and understanding of specialized terminology. In all business studies courses, students are required to use appropriate and correct terminology, and are encouraged to use language with care and precision, in order to communicate effectively. The business studies curriculum also builds on and reinforces certain aspects of the mathematics curriculum. Students need to learn how to locate relevant information in a variety of print and electronic sources, including books and articles, manuals, newspapers, websites, databases, tables, diagrams, and charts.

The Ontario Skills Passport and Essential Skills

Teachers planning programs in business studies need to be aware of the purpose and benefits of the Ontario Skills Passport (OSP). The OSP is a bilingual web-based resource that enhances the relevancy of classroom learning for students and strengthens school–work connections. The OSP provides clear descriptions of essential skills such as reading, writing, use of computers, measurement and calculation, and problem solving and includes an extensive database of occupation-specific workplace tasks that illustrate how workers use these skills on the job. The essential skills are transferable, in that they are used in virtually all occupations. The OSP also includes descriptions of important work habits, such as working safely, being reliable, and providing excellent customer service. The OSP is designed to help employers assess and record students' demonstration of these skills and work habits during their cooperative-education placements. Students can use the OSP to identify the skills and work habits they already have, plan further skill development, and show employers what they can do.

The skills described in the OSP are the essential skills that the Government of Canada and other national and international agencies have identified and validated, through extensive research, as the skills needed for work, learning, and life. Essential skills provide the foundation for learning all other skills and enable people to evolve with their jobs and adapt to workplace change. For further information on the OSP and essential skills, visit: <http://skills.edu.gov.on.ca>.

Career Education

A course in Accounting can help prepare students for employment in such diverse areas as small-business creation, marketing, management, accounting, government service, and international business. The skills and knowledge that students acquire through this accounting course are essential for a wide range of careers. Students gain an understanding of various aspects of business functions and practices, such as management, marketing, accounting, and entrepreneurship. In addition, the personal management, interpersonal and career development components of career education in the business studies curriculum will prepare students for success in their working lives. Our entire business studies curriculum also helps students to appreciate the variety of types of businesses so that they can begin to determine which types are suited to their backgrounds and interests.

Cooperative Education and Other Forms of Experiential Learning

This is not applicable for students at TEA because the school does not offer cooperative education and other forms of experiential at the present time.

Planning Program Pathways and Programs Leading to a Specialist High-Skills Major

The school does not offer Planning Program Pathways and Programs leading to a Specialist High-Skills Major.

Health and Safety in Business Studies

This is not applicable for students at TEA because the school does not offer cooperative education and other workplace learning placements.

RESOURCES

Textbooks

Fundamentals of International Business, A Canadian Perspective

Videos

Pencil: The Movie

Business Journals

Harvard Business Review

Ivey Business Journal

Achievement Chart – Grades 9–12, Business Studies

<i>Category</i>	<i>50-59% (Level 1)</i>	<i>60-69% (Level 2)</i>	<i>70-79% (Level 3)</i>	<i>80-100% (Level 4)</i>
Knowledge/Understanding				
<i>The student:</i>				
knowledge of facts and terms	demonstrates limited knowledge of facts and terms	demonstrates some knowledge of facts and terms	demonstrates considerable knowledge of facts and terms	demonstrates thorough knowledge of facts and terms
understanding of concepts, principles, and theories	demonstrates limited understanding of concepts, principles, and theories	demonstrates some understanding of concepts, principles, and theories	demonstrates considerable understanding of concepts, principles, and theories	demonstrates thorough and insightful understanding of concepts, principles, and theories
understanding of relationships between concepts	demonstrates limited understanding of relationships between concepts	demonstrates some understanding of relationships between concepts	demonstrates considerable understanding of relationships between concepts	demonstrates thorough and insightful understanding of relationships between concepts
Thinking/Inquiry				
<i>The student:</i>				
critical and creative thinking skills (e.g., evaluating business situations; analysing and solving business problems; making decisions)	uses critical and creative thinking skills with limited effectiveness	uses critical and creative thinking skills with moderate effectiveness	uses critical and creative thinking skills with considerable effectiveness	uses critical and creative thinking skills with a high degree of effectiveness
inquiry skills (e.g., formulating questions; planning; selecting strategies and resources; analysing, interpreting, and assessing information; forming conclusions)	applies few of the skills involved in an inquiry process	applies some of the skills involved in an inquiry process	applies most of the skills involved in an inquiry process	applies all or almost all of the skills involved in an inquiry process
Communication				
<i>The student:</i>				
communication of information and ideas (e.g., through writing, visual and oral presentations)	communicates information and ideas with limited clarity	communicates information and ideas with some clarity	communicates information and ideas with considerable clarity	communicates information and ideas with a high degree of clarity, and with confidence
use of language, symbols, and visuals	uses language, symbols, and visuals with limited accuracy and effectiveness	uses language, symbols, and visuals with some accuracy and effectiveness	uses language, symbols, and visuals with considerable accuracy and effectiveness	uses language, symbols, and visuals with a high degree of accuracy and effectiveness
communication for different audiences and purposes (e.g., choice of language and style relevant to business environments)	communicates with a limited sense of audience and purpose	communicates with some sense of audience and purpose	communicates with a clear sense of audience and purpose	communicates with a strong sense of audience and purpose
use of various forms of communication (e.g., memos, letters, reports)	demonstrates limited command of the various forms	demonstrates moderate command of the various forms	demonstrates considerable command of the various forms	demonstrates extensive command of the various forms
Application				
<i>The student:</i>				
application of concepts, skills, and procedures in familiar contexts	uses concepts, skills, and procedures in familiar contexts with limited effectiveness	uses concepts, skills, and procedures in familiar contexts with moderate effectiveness	uses concepts, skills, and procedures in familiar contexts with considerable effectiveness	uses concepts, skills, and procedures in familiar contexts with a high degree of effectiveness
transfer of concepts, skills, and procedures to new contexts	transfers concepts, skills, and procedures to new contexts with limited effectiveness	transfers concepts, skills, and procedures to new contexts with moderate effectiveness	transfers concepts, skills, and procedures to new contexts with considerable effectiveness	transfers concepts, skills, and procedures to new contexts with a high degree of effectiveness
use of equipment, materials, and technology	uses equipment, materials, and technology safely and correctly only with supervision	uses equipment, materials, and technology safely and correctly with some supervision	uses equipment, materials, and technology safely and correctly	demonstrates and promotes the safe and correct use of equipment, materials, and technology
application of technology (e.g., choice of tools and software, ethical use)	uses technology with limited appropriateness and effectiveness	uses technology with moderate appropriateness and effectiveness	uses appropriate technology with considerable effectiveness	uses appropriate technology with a high degree of effectiveness
making connections (e.g., between personal experiences and the subject, between subjects, between subjects and the world outside the school)	makes connections with limited effectiveness	makes connections with moderate effectiveness	makes connections with considerable effectiveness	makes connections with a high degree of effectiveness